

# COU176 Group Processes and Practice

School: School of Law and Society

## 2026 Trimester 2

UniSC Sunshine Coast UniSC Moreton Bay UniSC Caboolture UniSC Fraser Coast UniSC Gympie	<b>BLENDED LEARNING</b>	Most of your course is on campus but you may be able to do some components of this course online.
Online	<b>ONLINE</b>	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

Group work in the human services industry is a powerful medium for personal empowerment, social change and collaborative teamwork. This course brings together theoretical underpinnings of group work with an emphasis on work within the human services, and the reality of working with complex group phenomena. It will provide you with a growth promoting experience of learning about facilitating, and participating in, groups through the use of interpersonal processes, experiential and reflective learning techniques, process-focused facilitation and self as instrument.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online learning activities comply with UDL principles and encourage online student collaboration	1hr	Week 1	11 times
<b>Tutorial/Workshop 1</b> – On campus tutorials aimed to practice the knowledge and skills in an experiential and collaborative setting for deep learning.(Week 11 tutorial via zoom to demonstrate group telehealth principles)	2hrs	Week 3	11 times
<b>ONLINE</b>			
<b>Learning materials</b> – Online learning activities comply with UDL principles and encourage online student collaboration	1hr	Week 1	11 times
<b>Tutorial/Workshop 1</b> – Online tutorials aimed to practice the knowledge and skills in an experiential and collaborative setting for deep learning during which skills practice in break out rooms will occur in order to practice skills	2hrs	Week 3	11 times

### 1.3. Course Topics

Group theory

Group practice

Group dynamics

Ethics for groups

Groups for diverse populations

Counselling groups

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Understand and identify basic theoretical frameworks in the group work context.	Knowledgeable
2 Introduce, Conduct, and Process a single group activity that aims to generate discussion and to focus the group	Knowledgeable
3 Identify and Discuss the interpersonal processes adopted by group members and group leaders according to group work theory	Knowledgeable Creative and critical thinker Ethical
4 Demonstrate beginning academic writing skills in the reflective essay genre, using APA 7th ed. conventions	Knowledgeable

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

SCS276 and COU276

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Students will practice their group presentations in class from Week 3 onwards, with the direction, guidance and feedback from the tutor. This guidance and feedback will be provided from tutor during tutorials each week in readiness for their task 2 assessment, starting week 9.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	10%	Course duration	Throughout teaching period (refer to Format)	In Class
All	2	Quiz/zes	Individual	10%	20 Questions / 30 minutes	Week 5	Online Test (Quiz)
All	3	Creative Performance	Individual and Group	40%	20-30 min	Refer to Format	In Class
All	4	Essay	Individual	40%	2000 words	Week 12	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Participation

<b>GOAL:</b>	Students will actively participate for a minimum of 80% of their on-campus tutorials. Failure to meet the minimum participation requirements will result in a failed grade for this task.				
<b>PRODUCT:</b>	Activity Participation				
<b>AUTHORSHIP STATEMENT:</b>					
<b>FORMAT:</b>	Tutor to assess and record participation each week, in the LMS				
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrate professional dispositions through tutorial participation <span style="float: right;">2 3</span></td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Demonstrate professional dispositions through tutorial participation <span style="float: right;">2 3</span>
No.	Learning Outcome assessed				
1	Demonstrate professional dispositions through tutorial participation <span style="float: right;">2 3</span>				
<b>GENERIC SKILLS:</b>					

### All - Assessment Task 2: Online test

<b>GOAL:</b>	Understand and identify basic theoretical frameworks in the group work context.	
<b>PRODUCT:</b>	Quiz/zes	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	The test will assess a variety of concepts and strategies from the theories, skills acquisition and research covered in this course up to, and including, week 5 material	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrate understanding of the kinds of groups ①
	2	Understand different counselling theories as applied to groups ①
	3	Demonstrate understanding of the stages of groups ①
	4	Comprehend the different purposes of groups ①
	5	Demonstrate understanding of how to plan for a group ①
<b>GENERIC SKILLS:</b>		

### All - Assessment Task 3: Group Activity Facilitation of, and participation in, group team building activity

<b>GOAL:</b>	To work as a group to create and present an appropriate strategy/activity for facilitating group discussion and to focus the group. You will demonstrate creativity, knowledge of group work, consideration of diversity and ethical behaviour in the selection and delivery of the activity. You will also be assessed on your individual participation in the activities presented by other groups.	
<b>PRODUCT:</b>	Creative Performance	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	Submit: Weeks 9-12. The activity will take approximately 20-30 minutes. 30% of the marks will be awarded to the group as a whole and 10% of the total will be individual, based on overall participation in activities	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	clarity of guidelines, aims and goals ②
	2	effectiveness of timing and delivery ②
	3	ability to engage the class and promote participation and group cohesion ②
	4	ability to successfully distribute roles and responsibilities in the presenting group ②
	5	level of preparation and active participation of presenting group members ②
	6	attention to diversity and ethical considerations ③
<b>GENERIC SKILLS:</b>	Collaboration, Organisation	

**All - Assessment Task 4:** Analysis of personal group work experience essay

<b>GOAL:</b>	Identify and analyse the interpersonal processes by group leaders and group members displayed in group activity, according to group work theory. Inclusion comprehension of group work practice with diversity populations.		
<b>PRODUCT:</b>	Essay		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	A 2000 word essay that evaluates your group work experiences with regard to group processes discussed throughout the trimester. Demonstrate insight and awareness of how personal values and beliefs underlie choices, interpretations and actions of self and group members. Demonstrate comprehension and awareness of the unique additions to group work to consider members of diverse communities. Conforms to APA 7th ed. writing conventions for a reflective evaluation essay.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstrate understanding of group interpersonal processes and how they contribute to group cohesion and/or focus	1 3
	2	Demonstrate ability to be critically reflexive in your own group membership skills, including the group leadership skills	2 3
	3	Ability to write a critical reflexive essay, using accepted critical reflexive essay skills, accepted APA 7th ed conventions, and acceptable academic expression.	4
	4	Demonstrate understanding of how to work with members of a diverse population, within the group work context.	1
<b>GENERIC SKILLS:</b>	Communication		

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Ed E. Jacobs,Christine J. Schimmel,Robert L. Masson,Riley L. Harvill	2016	Group Counseling: Strategies and Skills	8	Cengage
Recommended	Jacobs, C., Schemmel, R., Masson, R., & Harvill, L	2016	MindTap Counselling Demo	n/a	Cengage

### 8.2. Specific requirements

Nil

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)