



PSYC20041 Group Facilitation Skills

Term 1 - 2024

Profile information current as at 05/09/2024 01:44 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 - 2024

- 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 SUTE

Feedback

A student requested clearer instructions on the relationship between assessments 1 and 2.

Recommendation

The Unit Coordinator will add a flow diagram in the Unit Assessment Guide showing the relationship between each assessment.

Feedback from Discussion with students in Workshop 4

Feedback

It would be beneficial to include content on how to end a group in ways that both keep the agreed time commitment and which allow for exploration and contingencies arising during the group facilitation.

Recommendation

The Unit Coordinator will add a short video outlining how to end a group in a timely manner that also allows for exploration and unexpected events during the group itself.

Feedback from Unit coordinator's observations.

Feedback

In Assessment 2, students complete a feedback evaluation form on a group run by another student. The comments in these forms are not always supportive or helpful and students may benefit from some guidance on how to give feedback to others.

Recommendation

The Unit Coordinator will add a short video outlining how to give constructive feedback to others in evaluation forms.

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



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

Schedule

Week 1 - 04 Mar 2024

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

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Planning a group for adult learners	Please see selected readings and activities on Moodle	Workshop (online on Zoom): Week 2 Thursday 14 March 2024 6:30-8pm AEST

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Beginning a group	Please see selected readings and activities on Moodle	Workshop (online on Zoom): Week 3 Thursday 21 March 2024 6.30-8pm AEST

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Ending a group	Please see selected readings and activities on Moodle	Workshop (online on Zoom): Week 4 Thursday 28 March 2024 6:30-8pm AEST

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Principles of adult learning	Please see selected readings and activities on Moodle	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
No classes or materials this week.		Writing a group facilitation program Due: Vacation Week Monday (8 Apr 2024) 5:00 pm AEST
Week 6 - 15 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Creating a supportive group climate	Please see selected readings and activities on Moodle	
Week 7 - 22 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Group facilitation in online environments	Please see selected readings and activities on Moodle	
Week 8 - 29 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Group facilitation and diversity	Please see selected readings and activities on Moodle	
Week 9 - 06 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Values and ethics in group facilitation	Please see selected readings and activities on Moodle	Facilitating a group Due: Week 9 Monday (6 May 2024) 5:00 pm AEST
Week 10 - 13 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Challenges in group facilitation	Please see selected readings and activities on Moodle	Workshop (online on Zoom): Week 10 Thursday 16 May 2024 6:30-7.30pm AEST
Week 11 - 20 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Group facilitation and reflective practice	Please see selected readings and activities on Moodle	
Week 12 - 27 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Review and revision	Please see selected readings and activities on Moodle	Reflecting on group facilitation practice Due: Week 12 Monday (27 May 2024) 5:00 pm AEST
Review/Exam Week - 03 Jun 2024		
Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit.		
Exam Week - 10 Jun 2024		
Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit.		

Assessment Tasks

1 Writing a group facilitation program

Assessment Type

Written Assessment

Task Description

For this assessment you will write a group facilitation program for adults. This program will deliver a 15-to-20-minute positive psychology activity (maximum of 20 minutes), together with key elements of successful groups (introduction, icebreaker, ending). The full group program with activity and key elements will run for 60 minutes (1 hour).

Your program will be written as though another facilitator will run your program and will need facilitation directions. Facilitation directions tell the facilitator what they will need to do to and say to facilitate the program.

The group facilitation plan should consider how to provide an optimal learning environment for an adult learner, how to best leverage group dynamics, and apply goal setting and motivation theory and skills. Workshops and Moodle content will help you develop this knowledge.

Your group facilitation program will include:

1. The name of your group session and a brief statement of its purpose
2. Brief outline of who the group is targeting as participants (age, circumstances, number of people)
3. Facilities: room/online environment, media, required resources
4. Three (3) program Learning Outcomes which meet the criteria of: realistic, accurate, experiential, clear expression, and a single focus for each outcome
5. Directions to your facilitator for:
 - i. Preparing for the group (i.e., what do they need to have ready in order to run the group well)
 - ii. Introducing themselves and the program and Acknowledging Country
 - iii. Running an icebreaker which
 - a. meets the criteria for effective icebreakers (see the 'Checklist for a good icebreaker' on Moodle)
 - b. enhances one of the ten positive emotions identified by Barbara Fredrickson
 - iv. Offering psychoeducation on the topic which is evidence-based yet translated into accessible language in a compelling narrative
 - v. Running an activity which meets all four criteria for the definition for a positive psychology activity (see your Moodle workbook 'Positive Psychology Activities')
 - vi. Ending the session:
 - a. An exercise to check one Learning Outcome is met. The exercise will:
 - be clearly connected to LO (i.e., it will measure whether this LO has been met);
 - avoid social desirability bias; and
 - be simple to do.
 - b. An exercise to consolidate and transfer learning using effective goal-setting and motivation strategies which:
 - supports agency and choice;
 - utilizes the group environment;
 - is specific and concrete.
6. Accurate and realistic timings for each element in the program
7. An evaluation form for your participants to complete which gathers information that you can use to reflect on your practice. This form will be submitted with Assessment 1 to provide you with feedback, and then the finalised feedback form is given to your group participants to complete to assist you with evaluating the group experience. The form should include questions to gather relevant and usable feedback on the:
 - i. Practical elements
 - ii. Delivery
 - iii. Content
 - iv. Experience
8. A reference list citing the evidence-base of the positive psychology activity you are planning to deliver.

Word count

There is no specific word-count for the group facilitation guide, but for usability by the group facilitator you should aim for between 3 to 5 pages maximum.

Similarly, there is no specific word-count for the participant evaluation form. For usability for the participant, you should

aim for two pages maximum.

We will be undertaking an exercise in the first workshop using existing group facilitation programs. The exercise and the examples will give you a good idea of how much information you need to provide and how to set it out well.

What to submit:

1. Your group facilitation guide
2. A list of references for the positive psychology activity you are planning to deliver
3. A participant evaluation form

Assessment Due Date

Vacation Week Monday (8 Apr 2024) 5:00 pm AEST

Return Date to Students

Week 7 Monday (22 Apr 2024)

Assessment feedback will be provided within 2 weeks of submission.

Weighting

40%

Assessment Criteria

The work will be assessed on:

1. Effectiveness of program elements and structures for enhancing eudaimonic wellbeing and optimising learning for adults in a group environment. Elements and structure includes:

- Learning Outcomes - realistic, accurate, experiential, clear
- Icebreaker - meets effective icebreaker checklist, enhances positive emotions, innovation
- Psychoeducation - accurate evidence, use of narrative and storytelling
- Positive Psychology Activity - evidence-base and connection to eudaimonic wellbeing
- Ending - quality of evaluation of one Learning Outcome and transfer of learning applying goal-setting theory
- Inclusivity and accessibility

2. Quality of facilitation directions - clarity, supports empathic facilitator responses

3. Usability and quality of participant feedback evaluation form

Referencing Style

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

Submission

Online

Submission Instructions

Written assessment to be submitted through the portal provided on Moodle.

Graduate Attributes

- Communication
- Cognitive, technical and creative skills
- Research

Learning Outcomes Assessed

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

2 Facilitating a group

Assessment Type

Practical Assessment

Task Description

For this assessment, you will deliver part of your program you developed in Assessment 1, the psychoeducation and positive psychology activity, to a group of students in this unit. You will also ask people to complete the participant feedback form you developed for Assessment 1 to help you collect relevant feedback on your session. (The completed feedback forms do not need to be submitted.)

Zoom and recordings

These sessions will be run online using Zoom at a time that suits all the members of your group.

You will submit a video recording from Zoom of the session. The recording needs to show you and your slides and the participants at all times so it can be marked for body language, Zoom use and background.

Length

The activity/session length is a minimum of 15 minutes and a maximum of 20 minutes. Appropriate timing is included in your marking rubric as a marking criteria.

What to submit

An unedited recording of the session which clearly shows you, the other participants and your slides at all times.

Assessment Due Date

Week 9 Monday (6 May 2024) 5:00 pm AEST

Return Date to Students

Week 11 Monday (20 May 2024)

Assessment feedback will be returned 2 weeks from the date of assessment submission.

Weighting

40%

Assessment Criteria

The work will be assessed on:

1. Preparation and delivery using Zoom (professional background, quiet environment, appropriate volume, positioning of self on screen for optimum visibility)
2. Delivery of psychoeducation and activity (translation of research into accessible lay terms, skilful use of research to support experiential learning, use of storytelling and visuals)
3. Quality of verbal and non-verbal communication throughout demonstrating inclusivity, empathy, focus and flexibility with challenges
4. Timely and clear guidance of the activity
5. Use of PowerPoint slides (clarity, supports visual learning style)

Referencing Style

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

Submission

Online

Submission Instructions

A submission portal for the video recording of your group session will be provided in the Assessment section of the unit Moodle site.

Graduate Attributes

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

Learning Outcomes Assessed

- Design a group program
- Deliver a group program

3 Reflecting on group facilitation practice

Assessment Type

Reflective Practice Assignment

Task Description

For this assessment you will reflect on the process of planning and running a group. 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. How you will address the challenging element in future group facilitation, through changing your practice and developing new skills

In sections 1 and 2 please include both:

- i. what you observed to support your reflection that an element worked/didn't work as well as hoped and;
- ii. an analysis of why an element worked/didn't work so well.

For section 3, based on your reflection, consider:

1. How might you run this group differently in future?
2. What specific goal/s will you set for yourself?
3. What specific skills do you need to set these goals? (e.g., further study, practice, mentor, feedback)

Word count

Each section should be 350-400 words in length, for a total of 1050 to 1200 words. The maximum word count 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.

Assessment Due Date

Week 12 Monday (27 May 2024) 5:00 pm AEST

Return Date to Students

Exam Week Monday (10 June 2024)

Assessment feedback will be returned 2 weeks from the date of assessment submission.

Weighting

20%

Assessment Criteria

The work will be assessed on:

- The depth, quality and balance of critical insight in reflecting on the group, including skilful and accurate use of feedback from observation and evaluation forms
- The development of a clear, achievable and relevant goal and future steps for improvement
- Quality of literacy and written communication including purpose, integration, and persuasion in the structure and word use, including adherence to word limit

Referencing Style

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

Submission

Online

Submission Instructions

The written assessment will be submitted via a portal provided on Moodle.

Graduate Attributes

- Communication
- Research
- Ethical and Professional Responsibility

Learning Outcomes Assessed

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

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