Introduction

Welcome
This course has foundations in positive psychology and aims to provide you with enjoyable experiences that assist your learning about group functioning and personal responsibility. The course places a strong emphasis on the process of reflective evaluation (personal and group) in order to improve team effectiveness and promote personal development. The foundation learning tasks are experiential in nature and they provide a range of opportunities to develop skills in collaboration, communication and leadership. Theory and practice are connected and integrated throughout the course and it is expected that you engage in all components of the course.

A team of experienced and enthusiastic staff will work with you to facilitate and support your learning. We hope you enjoy the course and we look forward to working with you across the study period.

Scott Adams
Course Coordinator

Course Teaching Staff

Course Coordinator: Mr Scott Adams
Location: School of Health Sciences
P6-14
Telephone: +61 8 8302 5413
Fax: +61 8 8302 5411
Email: Scott.Adams@unisa.edu.au
Staff Home Page: people.unisa.edu.au/Scott.Adams

Coordinator: Mr Scott Polley
Location: School of Health Sciences
C8-47A
Telephone: +61 8 8302 1415
Email: Scott.Polley@unisa.edu.au
Staff Home Page: people.unisa.edu.au/Scott.Polley

* Please refer to your Course homepage for the most up to date list of course teaching staff.
School Contact Details

School of Health Sciences

Physical Address: Level 8, Room 53, C Building
North Terrace
City East
Adelaide 5000

Postal Address: GPO Box 2471
Adelaide 5001

Phone: +61 8 8302 2425
Fax: +61 8 8302 2853
Email: healthstudy@unisa.edu.au
Website: http://www.unisa.edu.au/Health-Sciences/Schools/Health-Sciences/

Additional Contact Details

Course Manager
Narelle Korotkov
Email: Narelle.Korotkov@unisa.edu.au
Phone: 8302 2553

Course Teaching Staff - Workshops/Practicals
Nick Glover
Email: Nicholas.Glover@unisa.edu.au

Christian Grocke
Email: Christian.Grocke@unisa.edu.au

Fletcher Clarke
Email: Fletcher.Clarke@unisa.edu.au

Dana Kempster
Email: Dana.Kempster@unisa.edu.au

Kristi Mulvihill
Email: Kristi.Mulvihill@unisa.edu.au

Andrew Hassam
Email: Andrew.Hassam@unisa.edu.au
Course Overview

Prerequisite(s)
There are no prerequisite courses to be completed before this course can be undertaken.

Corequisite(s)
There are no corequisite courses to be completed in conjunction with this course.

Course Aim
The aim of this course is to introduce students to the dynamics of small group functioning and to enhance their ability to operate effectively with a group or team.

Course Objectives
On completion of this course, students should be able to:

CO1. Analyse elements of group structure and process that impact on the groups functioning and effectiveness.

CO2. Demonstrate the ability to collaborate to build a positive working team and operate effectively within it.

CO3. Design and facilitate group challenges that teach responsibility, promote group development and appraise individual and group contribution.

CO4. Participate, observe, critically reflect and evaluate the progressive development and performance of small groups and teams.

CO5. Evaluate personal behaviour from the perspective of responsibility and choice and identify personal actions that contribute to positive relationships in groups.

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

<p>| Graduate Qualities being assessed through the course |</p>
<table>
<thead>
<tr>
<th>GQ1</th>
<th>GQ2</th>
<th>GQ3</th>
<th>GQ4</th>
<th>GQ5</th>
<th>GQ6</th>
<th>GQ7</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>CO2</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>CO3</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>CO4</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>CO5</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

Graduate Qualities
A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community
GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content
The nature of group dynamics and its significance to life contexts; group formation and development; the process of team building; structural and functional variables in groups and their impact on group effectiveness; building a team culture; the impact of an individual values orientation, paradigms and behaviour on group function; strategies for implementing change in groups; understanding individual behaviour from the perspective choice and responsibility, working with emotional intelligence; contributing to team growth and leadership: key personal habits and goal setting. Influencing others – working collaboratively, managing change and resolving conflict. Models and tools for systematic observation and analysis of group functioning.

Students will be required to attend practical classes at Mawson Lakes.

Teaching and Learning Arrangements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1 hour x 12 weeks</td>
</tr>
<tr>
<td>Lecture (pre-camp prep)</td>
<td>1 hour x 8 weeks</td>
</tr>
<tr>
<td>Workshop</td>
<td>2 hours x 8 weeks</td>
</tr>
<tr>
<td>Practical</td>
<td>2 hours x 8 weeks</td>
</tr>
<tr>
<td>Camp - 4 days x 6 hours or alternative community leadership activity - 20 hours</td>
<td>20 - 24 hours</td>
</tr>
</tbody>
</table>

Unit Value
4.5 units

Additional assessment requirements
There are no additional assessment requirements identified for this course.

OHS&W
For OHS&W purposes it is a prerequisite that students have completed pre-exercise screening and are cleared for participation in this course. Non-completion of the pre-exercise screening prior to practical components of the course commencing may result in your preclusion from practical components of the course, which in turn may affect your grade.

If you have not yet completed the pre-exercise screening you must do so immediately by following the instructions below:

2. On the front page, scroll down and hit the 'START NOW' button.
3. Upon reaching the Screening Summary, hit the 'Print' icon, change printer and 'Save as PDF'.
4. Send the PDF to Joseph Campbell (Joseph.Campbell@unisa.edu.au)
5. Complete the process by attending C2-14 and sign the PDF by using the centre's signature pad. Use this time to discuss any issues with Exercise Benefits Health and Fitness Centre staff.

Once you’ve signed your form and discussed any issues in person, the process is complete. Joseph will make your clearance available to relevant course staff, including Scott Adams for the purposes of this course.

Further Course Information
First year camp
The first year camp has been part of the University since the 1970’s and part of the Human Movement Program since its inception in 1997.

Please refer to the ‘Camp’ section of Learnonline for all camp details and materials. The FAQ document contains answers to any questions you may have about the camp, including the background, objectives, content, dates, assessment, cost*, equipment, staff and general issues.

* The only cost to you will be for your food. You will self-cater for your bushwalk with your tent partner(s), and you will be required to pay $45 for the base camp food. Most dietary types can be accommodated.

Scott Polley is the camp coordinator. Address all camp issues and questions to Scott Polley
Learning Resources

Textbook(s)
You will need continual access to the following text(s) to complete this course. Where possible the Library will make the book available for student use. Please check the Library catalogue before purchasing the book(s). The Library will always seek to purchase resources that allow an unlimited number of concurrent users, however availability is dependent on license arrangements with book publishers and platforms. http://www.library.unisa.edu.au


Reference(s)

OTHER RESOURCES
- eReading 03: ‘Communication principles for group members’, ch.3, pp. 52-72.

- eReading 04


Carron, AV & Eys, MA 2012, Group dynamics in sport, 4th edn, Fitness Information Technology, Morgantown, WV.


Johnson, DW & Johnson, FP 2009, Joining together: group theory and group skills, 10th edn, Prentice Hall, Boston.
- eReading 17: ‘How to create an effective group’, pp. 24-27.

Kemp, T & Piltz W 1995, ‘Teaching personal responsibility through group adventure initiative tasks: an introduction to the model of responsible action’, The Journal of adventure education and outdoor leadership,


- eReading 18


Self managed teams resources (eReadings)


- eReading 07: ‘Extracts from Wayne Bennett: don’t die with the music in you’, pp. 25-37.


- eReading 09


- eReading 10

Janssen, J 2004, *Team captain’s leadership manual: the complete guide to developing team leaders whom coaches respect and teammates trust*, Winning the Mental Game, Cary, N.C.


- eReading 11

- eReading 12: ‘How’s your team going?’, ch. 18, p. 177.

Parkin, D & Bourke, P 1999, *Perform - or else!*, Information Australia, Melbourne.

- eReading 14: ‘Seven key qualities of leadership’, ch. 6, pp. 63-92.


- eReading 15


- eReading 13

**Online resources and practical activities**

There are many excellent sources of information available on the internet under a range of topics relating to team building and group dynamics.

**Effective Group Functioning**

Beginning pages + understanding the variables that influence group functioning.

**Social Psychology**

Topics: conformity; obedience; attitudes; prejudice and discrimination; social facilitation (presence of others); minority influence; attribution theory (external perception); social roles and social norms; self concept (internal perception).

**Choice Theory**

Articles: Choice Theory and counselling using reality therapy.

**Emotional Intelligence**

Topics: responsibility; emotions; other areas of emotions; emotional intelligence; education

**Outdoor Education**

Topics: group dynamics; experiential learning; team building

**Materials to be accessed online**
All other course related materials can be accessed through your learnonline course site which you will be able to access from the my Courses section in myUniSA.

All study related materials can be accessed through: https://my.unisa.edu.au
Assessment

Assessment Details
Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help and in myUniSA.

Assessment Summary

<table>
<thead>
<tr>
<th>#</th>
<th>Form of assessment</th>
<th>Length</th>
<th>Duration</th>
<th>Weighting</th>
<th>Due date (Adelaide Time)</th>
<th>Submit via</th>
<th>Objectives being assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assignment</td>
<td>2000 words</td>
<td>-</td>
<td>30%</td>
<td>19 Aug 2016, 5:00 PM</td>
<td>learnonline</td>
<td>CO5</td>
</tr>
<tr>
<td>2</td>
<td>Group Report</td>
<td>2000 words</td>
<td>-</td>
<td>30%</td>
<td>7 Oct 2016, 5:00 PM</td>
<td>learnonline</td>
<td>CO1</td>
</tr>
<tr>
<td>3</td>
<td>Skills Assessment</td>
<td>-</td>
<td>90 minutes</td>
<td>40%</td>
<td>3 sub-tasks: see assessment activities for details</td>
<td>In person</td>
<td>CO2, CO3, CO4</td>
</tr>
</tbody>
</table>

Feedback proformas
The feedback proforma is available on your course site.

Assessments

Reflective self analysis (Graded)

**Topic: Responsibility, choice and proactive behaviour**
This paper investigates the development of proactive personal behaviour through acceptance of responsibility and choice as a means to building self esteem and enhancing group relations.

It focuses on understanding individual behaviour from the perspective of Choice Theory (Glasser 1998) and applying this approach to reflect on and evaluate personal behaviour.

**Primary reference**
The working collaboratively website should be used as your first reference for reading on this topic:


• Refer to the section on Personal responsibility for change and access:

**Assessment structure**
Essay style using the following headings to identify sections:

• Introduction (2-3 sentences)
• Section 1.1 - Self esteem (approx. 300 words)
Introduction (2-3 sentences)
Concisely specify ‘the purpose of the paper’ by describing what the topic is about and indicating the key theoretical foundations (referenced). Include a sentence about why this topic is important.

Section 1
The first section of the paper involves a review of, and personal reflection upon, the key information contained within the prescribed articles. Use your own words to paraphrase and summarise key information to express your understanding of what you have read (and ensure you reference appropriately) and then relate key theory as you reflect on your personal context.

* Note: always try to avoid/ minimise the use of direct quotes and instead, paraphrase wherever possible. If using direct quotes make sure that they are cited appropriately.

Section 1.1 – Self esteem (approx. 300 words)
Read the following article:


Guideline for writing:
- What are the key messages contained in the article relating to responsibility, choice and self esteem?
- Reflect on yourself in relation to the ‘six pillars of self esteem’ and identify two areas that you could develop further to sustain a healthy self esteem. Specify what you could do differently to enhance this area.

Section 1.2 – Responsible behaviour (approx. 700 words)
Read the following articles:


- eReading 06

Guideline for writing:
- Compare and contrast the key messages contained in these articles relating to the concepts of responsibility and choice in behaviour. Identify the characteristics of proactive behaviour.
- Reflect on yourself in relation to ‘proactive vs reactive’ choice in behaviour and provide one example of personal behaviour (evidenced at any stage in your life) from each category.

Section 2
The second section of the paper involves a review of the key principles and concepts of Choice Theory (Glasser 1998) and a personal reflection using these concepts. Paraphrase and summarise key information and
reference appropriately. Information on Choice Theory can be accessed from a number of sources including, but not limited to, those listed below:

- Refer to the section on *Personal Responsibility for change* and access the *Choice Theory* section.


- Sections on ‘Choice Theory’ and ‘Reality Therapy’.

Section 2.1 – Choice Theory (approx. 700 words)

Guideline for sequence and writing - use separate paragraphs for each of the following sections:
- Explain how Choice Theory is based on the concept of ‘internal control’ that emphasises personal responsibility. Describe why it is known as a ‘relationship-based’ theory.
- Explain how the basic needs and quality world provide the key sources of motivation for behaviour.
- Outline how perceptions impact on the way in which a person views the world.
- Explain how the ‘comparing process and balance/imbalance’ operates as a trigger for changing behaviour.
- Explain the concept of ‘Total Behaviour’ and the relationship between the components (thinking, feeling, acting and physiology).

Section 2.2 – Reflective evaluation (approx. 300 words)

Guideline for sequence and writing - use separate paragraphs for each of the following sections:
- Describe a personal situation where you felt an ‘imbalance’ and explain the imbalance in relation to your ‘quality world and perceived world’.
- Identify your total behaviour at that time: feelings, thinking, actions and physiology.
- Identify the main ‘need’ that is challenged or not fulfilled in this situation.
- Appraise your choice of action and the consequence(s) of the choice on yourself and on others.

Group analysis report (Graded)

**Topic for this assessment: Team Building – evaluating the GAIT experience**

During the first 8 weeks of the study period you have been participating in GAIT challenges, reflecting and evaluating group functioning and systematically improving team operations. Each week theory has been applied to practice in a systematic way.

This assessment is an evaluation of the progressive development of your GAIT group and its emerging effectiveness as a team. The focus of the paper is to link together ‘theory associated with Group Dynamics’ with ‘evidence’ from practical experience to evaluate the development and effectiveness of your GAIT group.

**Assessment structure**

Essay style using headings to identify the distinct sections:
• Background brief (not included in word count)
• Introduction (approx. 550 words)
• Evaluation (approx. 1200 words)
• Conclusion and recommendation (approx. 250 words)
• Reference list (not included in word count)

**Background brief** (not included in word count)
This outlines the purpose and context of the paper. It should be succinct and written from a ‘third person’ perspective, using very short paragraphs to include each of the following points:

1. Begin with a key phrase or quote to open the paper to captivate the interest of the reader and to express the significance of group work.
   - For example, “*when spider webs unite they can tie up a lion*” (African proverb).

2. Read and paraphrase the following reference to briefly explain the nature of Group Adventure Initiative Tasks (GAITs) and how they can be used as an educative tool:
   - eReading 06

3. Describe the membership of your GAIT group. Briefly describe the purpose of the group activities undertaken in week 1-3 workshops prior to the commencement of week 4-8 GAITs.

4. Clearly state the purpose of the paper and how it will be structured. Identify the key theoretical body of knowledge that will be used to analyse your group’s development.

**Introduction** (approx. 550 words)
The introduction will provide information about the complex nature of groups. It will identify the many variables that impact on effective group functioning and draw attention to the complex processes that occur in groups.

The support evidence about group complexity will be drawn from your reading and expressed through paraphrasing and referencing. The guiding references are listed below.

**References**
The working collaboratively website should be used as your first reference for reading on this topic:


  • This website should be used as your first reference for reading on this topic
  ◦ Refer to the beginning sections related to the wheel model and variables that influence group function
  ◦ Refer to the focus sheet for observation and questioning relating to elements of group function,


O’Connell, TS & Cuthbertson, B 2009, *Group dynamics in recreation and leisure: creating conscious groups through an experiential approach*, Human Kinetics, Champaign, IL.
  - eReading 01: ‘Introduction to group dynamics’, ch.1, pp. 3-14.

  - eReading 17: ‘How to create an effective group’, pp. 24-27.
  - Any edition of this resource can be used
Evaluation (approx. 1200 words)
Drawn from completion of readings and weekly reflections of GAIT group development in relation to theory. This is the most substantial part of the paper. The evaluation will:

1. Show evidence of your understanding of the theory about effective group functioning. This will be demonstrated through paraphrasing information about the key focus variables and group functioning.

2. Analyse the effectiveness of your GAIT group by appraising the development of the GAIT group functioning over the 5 GAITs in relation to the nominated key focus variables.

3. Provide examples (as evidence) of individual and group actions that occurred during your GAIT to support your analysis claims.

Select two (2) of the following four (4) key variables to discuss in your evaluation:

1. Roles and responsibility
Include paraphrased information about roles and responsibilities and effective group functioning.
Analyze your GAIT group’s development in this area over the 5 weeks by comparing what happened in the GAIT group to the theory about roles and responsibilities for effective group functioning.
Include examples of supportive evidence to illustrate this development.

2. Communication - including subgroups and network patterns
Include paraphrased information about communication (including subgroups and network patterns) and effective group functioning.
Analyze your GAIT group’s development in this area over the 5 weeks by comparing what happened in the GAIT group to the theory about communication (including subgroups and network patterns) for effective group functioning.
Include examples of supportive evidence to illustrate this development.

3. Planning and action (problem solving and decision making)
Include paraphrased information about planning, problem solving, decision making and effective group functioning.
Analyze your GAIT group’s development in this area over the 5 weeks by comparing what happened in the GAIT group to the theory about planning, problem solving and decision making for effective group functioning.
Include examples of supportive evidence to illustrate this development.

4. Capacity to change through reflection
Include paraphrased information about the importance of individual and group reflection as a way of improving group functioning.
Analyze your GAIT group’s development in this area over the 5 weeks by comparing what happened in the GAIT group to the theory about change through reflection for effective group functioning.
Include examples of supportive evidence to illustrate this development.

Conclusion and recommendation (approx. 250 words)
The final section of the paper draws a conclusion about the development of the GAIT group.

It also includes a single recommendation about what the GAIT group can do to improve its future functioning (if the group was to continue). Clearly explain why this recommendation has been made and provide reference to the theory that supports the recommendation.

Practical leadership (Graded)
Practical leadership in this course is assessed in 3 distinct areas:

1. Assessment 3a) Group Adventure Initiative Task (GAIT) Leadership – 15%
2. Assessment 3b) Practical Leadership Log: Self Managed Team (SMT) – 15%
3. Assessment 3c) Practical Leadership Log: Camp (or alternate community leadership activity) – 10%

Assessment 3a) Group Adventure Initiative Task (GAIT) Leadership (15%)

Due/ Assessed: At the GAIT that you lead in week 4-8

Task
In one of the week 4-8 GAITs you will be a member of a leadership group responsible for leading your GAIT group through the respective week’s task. Your leadership responsibilities are summarised below:

Pre-GAIT
1. Submit a hard copy of the handout, debrief questions and observation tool to your tutor/ assessor.
2. Set up the GAIT and the ‘scene’ (props, music etc.)
3. Introduce the GAIT by presenting the ‘scenario’, the challenge and the rules to the group.

During GAIT
1. Observe the group and record notes using your observation tool relating to the specific ‘focus’ area for your GAIT week.
2. Clarify, monitor and enforce rules when required.

During debrief
1. Lead the discussion with a small group of participants. Ensure that all voices are heard.
2. Ask questions about how the group functioned. Add information and evidence from observational data about the focus area.
3. Help others in the group to understand more about the focus area through discussion and with reference to the handout.

Post-GAIT
1. Individually complete and submit an appraisal of how the leadership group functioned.

Assessment 3b) – Practical Leadership Log: Self Managed Team (SMT) – 15%

Due: Wednesday 26 October (Week 12 SMT)

The SMT booklet contains all details of this assessment item including the criteria for self (team) assessment. SMT team building requires consistent application to tasks outlined in the SMT booklet, including sharing of roles and responsibilities, on a weekly basis.

Assessment 3c) – Practical Leadership Log: Camp (or alternate to camp activity) – 10%

Due: Post-camp

Details pertaining to this assessment item and dates for commitment to this task are contained in the camp booklet. Please refer to the ‘Camp’ section of Learnonline for all camp details and materials, including the alternate to camp assessment details. The FAQ document contains answers to any questions you may have about the camp, including the background, objectives, content, dates, assessment, cost, equipment, staff and general issues.

Scott Polley is the camp coordinator. Address all issues and questions about camp and camp-related assessment to Scott Polley (Scott.Polley@unisa.edu.au).
Negotiable assessment methods

Assessment 3c) Camp leadership alternative assignment

The camp is a compulsory component of the course and is a required learning experience and assessment for the program, much like any other assessment task. However, should you encounter medical or compassionate issues that prevent your involvement you can request exemption and, if your request is granted, complete a written assignment alternative. You will receive details about the written assignment alternative if your request for exemption from camp is granted.

Note: Work is not considered a sufficient reason to gain an exemption. The camp accommodates sporting commitments where possible - this may include supporting attendance at training during camp for elite and/or high level athletes.

Supplementary Assessment

Supplementary assessment or examination is available to students under the following conditions only if the school board or delegated committee reasonably expects that the student could achieve a supplementary pass in the course:

1. Students undertaking a full-time load of 13.5 units or more per study period will require a Grade Point Average (GPA) of 2.80 or greater for studies undertaken in the six months immediately preceding and relevant to the academic review period.
2. UniSA may use discretion in applying the GPA requirement to students who have undertaken less than 13.5 units per study period in the six months immediately preceding and relevant to the academic review period. Supplementary assessment will not be awarded to a student who has failed greater than 50% of the course load attempted in the six months immediately preceding and relevant to the academic review period.
3. The student must have received a final grade of F1 (Fail Level 1) in the course.
4. The student may be awarded supplementary assessment or examination in a maximum of two courses in a study period, provided that student has passed at least one course in the six months immediately preceding and relevant to the academic review period.
5. Supplementary assessment or examination will not be awarded for a final grade of Fail Level 2 (F2), unless the student is undertaking the final courses of their program.
6. Specific arrangements for supplementary assessment or examination may be made for a student who is undertaking the final courses of their program, whether or not the courses are approved for supplementary assessment or examination. A student is defined to be undertaking the final courses of their program if they have nine or fewer units remaining to complete the program.

More information about supplementary assessment may be found by consulting the relevant policy: http://w3.unisa.edu.au/policies/manual/default.asp (section 7)

Important information about all assessment

All students must adhere to the University of South Australia’s policies about assessment: http://w3.unisa.edu.au/policies/manual/default.asp.

Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at: http://w3.unisa.edu.au/policies/manual/default.asp

Information for students with disabilities is available at: http://www.unisa.edu.au/Disability/Current-students/
Variations to assessment tasks

Variation to assessment methods, tasks and timelines can be provided in:

**Unexpected or exceptional circumstances**, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation can be considered are discussed in clauses 7.8 - 7.10 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

**Special circumstances**, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.11 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).

*Extra time in exams (ENTEXT)* and the use of a dictionary may be available to some students (for example, Indigenous Australian students and those of non-English speaking background) as follows:
- the use of an English print dictionary, and
- extra time for reading or writing. This will be an extra ten minutes per hour for every hour of standard examination time


Marking process

Students will receive grades for all assessment tasks and then receive a final grade for the course at the end of the study period. Moderation will be employed to ensure consistency between assessors. Before the final grade is determined, marks may be moderated or scaled to ensure consistency between markers. It will not be possible for the course coordinator or tutors to assess drafts. Requests to resubmit or redo assessment items cannot be accommodated. Remarking requests will follow the UniSA Assessment Policy and Procedures Manual.

Academic Integrity

UniSA is committed to fostering and preserving the scholarly values of curiosity, experimentation, critical appraisal and integrity. Students are expected to demonstrate the highest standards of academic integrity.

Academic integrity is a term used at university to describe honest behaviour as it relates to all academic work (for example papers written by staff, student assignments, conduct in exams, etc) and is the foundation of university life. One of the main principles is respecting other people’s ideas and not claiming them as your own. Anyone found to have used another person’s ideas without proper acknowledgement is deemed guilty of Academic Misconduct and the University considers this to be a serious matter.

The University of South Australia wants its students to display academic integrity so that its degrees are earned honestly and are trusted by its students and their employers. To ensure this happens and that students adhere to high standards of academic integrity and honesty at all times, the University has policies and procedures in place to promote academic integrity and manage academic misconduct for all students. Work submitted electronically by students for assessment will be tested using the text comparison software Turnitin [http://www.turnitin.com](http://www.turnitin.com).

Submissions and return of assessment tasks

Submission of assessment tasks

Refer to submission requirements under 'Assessment Details' above.

Return of assessment tasks

Assessment 1: Reflective self analysis: Grades and feedback will be made available to students on LEARNonline within 2-3 weeks of submission.

Assessment 2: Group analysis report: Grades and feedback will be made available to students on LEARNonline within 2-3 weeks of submission.

Assessment 3a): GAIT leadership: Grades and feedback will be delivered to students in person during a workshop either on the day of assessment or in the following workshop.

Assessment 3b): SMT leadership: Grades and advice for pickup location/arrangements will be made available to students via the LEARNonline forum or via email within 2-3 weeks of submission.

Assessment 3c): Camp leadership (or alternate community leadership activity): Grades and advice for pickup location/arrangements will be made available to students via the LEARNonline forum or via email within 2-3 weeks of submission.

Action from previous evaluations

This course will be evaluated through myCourseExperience.

Changes to the course based on feedback in previous years includes modification in the sequence and timing of assignments to enable greater coherence in the material covered and to ease timing demands pertaining to their completion. A 'staggered start' to the SMT has been built in to allow a more continuous sequence in team building. The course is progressively developing a greater online presence each year and a reduction in face-to-face hours achieves an overall workload commensurate with other 4.5 unit courses. The course text has been changed from 2016 to be more authentic to course learning, leadership and assessment tasks.

Conceded and Terminating Passes

Conceded and Terminating passes are available in this course.

Further Assessment Information

Assignment layout

All assignments are to use the following layout – 1.5 line spacing, 12 size font, 2.5cm margins all round.

Word count

If a word count is identified the word count will include all in-text referencing and tables, but not the reference lists. See assignment details. There is no 10% rule. Students exceeding word counts will be penalised by staff not marking the “additional” words.

Referencing style

The School of Health Sciences uses the UniSA Harvard Author Date for all referencing by staff and students (https://lo.unisa.edu.au/course/view.php?id=3839).

Attendance and participation

Due to the experiential nature of the learning in this course, attendance and participation in workshops (GAITs) and practicals (SMTs) is required to achieve an overall pass grade for the course. Failure to undertake one or both of these practical programs within the course will result in failure of the course or an incomplete ('I') grade, requiring completion of the remaining practical component in a following year.

Communication, professionalism and personal responsibility

This course places great emphasis on professionalism and personal responsibility. As you will be working in
various groups throughout the course, your attendance and involvement will impact on others as well as your own. As such it is imperative that you communicate in advance to all relevant stakeholders (staff, peers, others) in relation to any issues that may impact your attendance or capacity to participate fully.

**Extensions**
Extensions may be granted for a negotiable number of days at the discretion of the course coordinator and must be in accordance with the University Academic Policy. When requesting an extension, written evidence should be provided for medical or compassionate grounds via the learnonline course site. Extensions must be requested at least 24 hours prior to the assessment due date for consideration (with only sudden and unforeseen compassionate circumstances as an exception).

**Late submission of assessment**
A deduction of 10% per day (or part thereof, including weekends) for assignments submitted late and without an extension will be enforced. There will be no provision of extended assignment deadlines except for medical or compassionate grounds. No extensions will be provided on the grounds of problems with the student's personal technical and computing equipment (e.g., USB drives, computers, printers).

**Turnitin**
Turnitin is an online tool used to promote academic integrity at UniSA and is used for online submissions of text-based assignments in this course (assessments 1 and 2). Turnitin can be used to verify the originality of any text document and students' work may be checked for plagiarism using Turnitin text comparison software. Data processed by the software will be held in a database for future reference.
# Course Calendar

## Study Period 5 - 2016

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Tutorial</th>
<th>Practical</th>
<th>Assessment Details (Adelaide Time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 - 17 July</td>
<td>Pre-teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 - 24 July</td>
<td>Pre-teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 25 - 31 July</td>
<td><strong>Monday Camp Lecture:</strong> Camp introduction &amp; outline; camp group nominations; assessment &amp; expectations; camp study</td>
<td><strong>Workshop 1 of 8</strong> Pre-GAIT Week 1; Thursday, Mawson Lakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tuesday Theory Lecture:</strong> Course introduction &amp; overview; Part1: Responsibility/ choice; Self reflection &amp; change; Choice Theory precepts; Assessment 1 writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 01 - 7 August</td>
<td><strong>Monday Camp Lecture:</strong> Camp preparation</td>
<td><strong>Workshop 2 of 8</strong> Pre-GAIT Week 2; Thursday, Mawson Lakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tuesday Theory Lecture:</strong> Assessment 1 Part 2: Responsibility/ choice; Self reflection &amp; change; Choice Theory precepts; Assessment 1 writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 08 - 14 August</td>
<td><strong>Monday Camp Lecture:</strong> First year program information session</td>
<td><strong>Workshop 3 of 8</strong> Pre-GAIT Week 3 - Leadership planning; Thursday, Mawson Lakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tuesday Theory Lecture:</strong> Complexity of groups; individual perceptions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Monday Camp Lecture</td>
<td>Tuesday Theory Lecture</td>
<td>Workshop</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>---------------------</td>
<td>------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>4</td>
<td>15 - 21 August</td>
<td>First year</td>
<td>Roles &amp; responsibilities; operating in groups; difference; perceptions; proactive approaches</td>
<td>4 of 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>program information session</td>
<td></td>
<td>GAIT 1: Roles &amp; Responsibilities; Thursday, Mawson Lakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GAIT 2: Communication; Thursday, Mawson Lakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GAIT 3: Group Structure (inc. subgroups &amp; network patterns); Thursday, Mawson Lakes</td>
</tr>
<tr>
<td>5</td>
<td>22 - 28 August</td>
<td>First year</td>
<td>Communication factors; barriers &amp; distractions</td>
<td>5 of 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>program information session</td>
<td></td>
<td>GAIT 2: Communication; Thursday, Mawson Lakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SMT program commences; Wednesday, Mawson Lakes</td>
</tr>
<tr>
<td>6</td>
<td>29 August - 4 September</td>
<td>Camp preparation</td>
<td>Communication factors sub groups, space, networks; Problem solving &amp; decision making</td>
<td>6 of 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GAIT 3: Group Structure (inc. subgroups &amp; network patterns); Thursday, Mawson Lakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SMTs - Wednesday, Mawson Lakes</td>
</tr>
<tr>
<td>7</td>
<td>05 - 11 September</td>
<td>Camp preparation</td>
<td>Reflection &amp; conflict management</td>
<td>7 of 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GAIT 4: Planning &amp; Problem Solving; Thursday, Mawson Lakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SMTs - Wednesday, Mawson Lakes</td>
</tr>
<tr>
<td>8</td>
<td>12 - 18 September</td>
<td>Camp preparation</td>
<td>Writing Assessment 2</td>
<td>8 of 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GAIT 5: Decision Making; Thursday, Mawson Lakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SMTs - Wednesday, Mawson Lakes</td>
</tr>
<tr>
<td></td>
<td>19 - 25 September</td>
<td>Mid-break</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26 September - 2 October</td>
<td>Mid-break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Version 1 (18 July 2016)
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Tuesday Theory Lecture</th>
<th>Practical 5 of 8</th>
<th>Group Analysis Report Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>03 - 9 October</td>
<td>TBA</td>
<td></td>
<td>07 Oct 2016, 5:00 PM</td>
</tr>
<tr>
<td>10</td>
<td>10 - 16 October</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>17 - 23 October</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>24 - 30 October</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>31 October - 6 November</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>07 - 13 November</td>
<td>Swot-vac</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14 - 20 November</td>
<td>Exam week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21 - 27 November</td>
<td>Exam week</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>