



**BA Hons Counselling Skill and Interdisciplinary Studies
Module M6X00967
Group Facilitation and Restorative Practices**

Llawlyfr Y Modiwl Module Handbook 2018/2019

**DISCIPLINE OF
SOCIAL JUSTICE AND INCLUSION**

YR ATHROFA

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Please email to book an appointment.

Welcome to Module

This short handbook has been designed to help provide you with the necessary information to assist your progression throughout the module. More detailed information is available on the Moodle module page.

Good luck with your studies. If you have any queries regarding this module, please contact the module team leader above.

MODULE CODE:	M6X00967
TITLE:	Group Facilitation and Restorative Practices
MODULE LEADER	Ruth Groff
LEVEL:	6
CREDITS:	30

AIMS

- To develop the skills associated with the practices of forgiveness, reconciliation, and restoration within Counselling and Well-being
- To evaluate postmodern theorising on forgiveness, reconciliation, and restoration within Counselling and Well-being practices
- To develop the skill and understand the role of a Group Facilitator in diverse settings
- To critique the theories, methods and applications of contemporary group-work settings

LEARNING OUTCOMES

Upon the successful completion of this module, the learner should be able to:

1. Determine, refine, adapt and use appropriate methods and skills.
2. Critically review the links between individual experience of health and health issues and wider structural elements relevant to health and well-being.
3. Employ appropriate academic conventions in the production and presentation of work.
4. Exercise judgment in and demonstrate an ability to negotiate formally and informally as appropriate.
5. Work with groups, taking responsibility for and accepting accountability for an agreed area of shared activity.

INDICATIVE CONTENT

The themes of reconciliation, forgiveness and justice have become motifs central to the ideologies of many post-colonial re-constructions. These themes are far reaching in their impact and challenge many aspects of human social constructivism and psychology. The full impact of these practices, the skills used and their affective significance are only now being recognised and absorbed into wider caring and wellbeing practices. These themes are significant to the field of Counselling as human distress can often be caused by one person's offence to another, which can be replicated out to institutions, cultures and societies. The themes of forgiveness raise challenging questions in many contexts. The practices of reconciliation, forgiveness and justice from a global perspective will be considered. In addition the module seeks to develop an understanding of the nature of 'group-work' in the

varied and diverse ways that this concept manifests in contemporary contexts. Groups are fundamental to human nature and the societies, institutions and practices which form through which to engage with this essential communicative task. The complexity of groups, their dynamics and roles have been recognised for some time and considerations of concepts such as 'team player' and 'leadership qualities' are significant transferable skills into employment. The Care and Wellbeing professions are increasingly used to facilitate growth, discussion, change and healing using this dynamic paradigm. The framework for the module will consider core competencies including leadership and co-leadership, ethical practice, nature and scope of practice as well as the operation of group interventions and offer a critique of current theory and application of group-work practice.

The content of this module could include such themes as:

- Models of forgiveness
- Clinical applications to promote forgiveness and reconciliation
- Applications of forgiveness and reconciliation
- Justice, reconciliation and restoration
- The limits of forgiveness
- Questions of forgiveness in Counselling
- Responsibility and Punishment
- The significance of Narrative, Storytelling and the place of the 'Witness'
- Working with emotions
- Reflective practice
- Personal and professional development
- Practices of restorative justice
- The embedded skill of group-work
- Exploring the evolution and development of a group;
- How the group is managed;
- How well the group can support itself as well as examining the internal and external influences that impact upon the group;
- Group process;
- Interactions and relationships between members will be investigated;
- Group development, including the beginning, middle and ending of the group;
- Progressive stage and cyclical models of groups;

- Some existing theoretical perspectives of group development.
- Working in partnership with group members
- Creating environment where problem solving skills, growth and change is attained.
- Group leader styles.
- The various practices or methods that are necessary to maintain a successful group, including flexibility, intentionality, creativity and spontaneity.
- The tradition of Psychotherapy group work
- Personal and professional development planning

LEARNING AND TEACHING STRATEGY

Practical classes and workshops will form the core learning and teaching strategy of this module, which will enable students to develop the skills acquisition identified in the aims of the module. Practical supervision time will enable students to receive direct and immediate feedback on skills and lecturer demonstration will act as a pedagogic function where appropriate. A range of teaching and learning strategies, appropriate to the aims and learning outcomes of the module will be used to enable learners to develop the full range of skills and knowledge achieved in this module. Lectures will introduce the learner to the concepts, principles and practices under consideration and seminars will illustrate with examples, which will be used to support the application, discussion, and critical evaluation of the topics. Tutorials will enable students to receive one-to-one support from lecturers and assignment supervision will offer focused support and discussion regarding assignments. In addition learners will work collaboratively in small groups, participate in workshops, role play and experiential and reflective activities. Lecturers will provide pedagogic demonstrations and observation with formative feedback.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
TOTAL	300	100%

ASSESSMENT

Learning outcome (Learners can)	Assessment Criteria (Learners will)
Determine, refine, adapt and use appropriate methods and skills.	Demonstrate the ability to determine, refine, adapt and use appropriate methods and skills.
Critically review the links between individual experience of health and	Demonstrate the ability to critically review the links between individual experience of health

health issues and the wider structural elements relevant to health and well-being.	and health issues and the wider structural elements relevant to health and wellbeing.
Employ appropriate academic conventions in the production and presentation of work.	Demonstrate the use of appropriate academic conventions in the production and presentation of work.
Exercise judgment in and demonstrate an ability to negotiate formally and informally as appropriate.	Demonstrate the ability to exercise judgment in and demonstrate an ability to negotiate formally and informally as appropriate.
Work with groups, taking responsibility for and accepting accountability for an agreed area of shared activity.	Demonstrate the ability to work with groups, taking responsibility for and accepting accountability for an agreed area of shared activity.

Assessment Component 1

Oral Seminar Presentation 15 mins (30%)

Assessment Component 2

Written Assignment (3,000 – 3,500 words) (30%)

Assessment Component 3

Practical assessment of 20 minutes (40%)

Assessment Summary

	Activity type	Percentage
1	Practical	70%
2	Written	30%
	TOTAL	100%

Restorative Practice Reading List: Essential Texts

Costello, B., Wachtel, J, and Wachtel, T., 2009. *The Restorative Practices Handbook for Teacher, Disciplinarian and Administrators*. Bethlehem: International Institute for Restorative Practices

Hayner, Priscilla B., 2011. *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*. 2nd ed. Abingdon, Oxon: Routledge.

Liberman, M., 2007. *Restorative Justice: How It Works*. London: Jessica Kingsley Publishing.

Worthington, E., 2006. *Forgiveness and Reconciliation: theory and application: theory and applications*. New York: Routledge.

Further Reading

Bauman, Z. and Donskis, L., 2013. *Moral blindness: the loss of sensitivity in liquid modernity*. Cambridge: Polity Press.

Bauman, Z., 2007. *Liquid times: living in an age of uncertainty*. Cambridge: Polity Press.

Boal, A., 2000. *Theatre of the Oppressed*. London: Pluto.

Boal, A., 2002. *Games for Actors and Non-Actors 2nd ed*. London: Routledge

Corlett, J. A., 2014. *Responsibility and Punishment: 29 (Library of Ethics and Applied Philosophy) 4th ed*. New York: Springer.

Kristeva, J., 2010. *Hatred and Forgiveness: European Perspectives: A Series in Social Thought and Cultural Criticism*. New York: Columbia University Press.

Lamb, S. and Murphy, J. G., ed., 2002. *Before forgiving: cautionary views of forgiveness in psychotherapy*. Oxford: Oxford University Press

Norlock K., 2008. *Forgiveness from a Feminist Perspective*. Lexington: Lexington Publishers.

Siassi, S., 2013. *Forgiveness in Intimate Relationships: A psychoanalytic perspective*. London: Karnac Books Ltd.

Spy, T. and Ransley C., eds. 2004. *Forgiveness and the Healing Process: A Central Therapeutic Concern*. Hove: Brunner-Routledge.

Umbreit. M. and Peterson Armour, M., 2011 *Restorative Justice Dialogue: An Essential Guide for Research and Practice*. New York: Springer Publishing.

Additional Reading

Amstutz, M. R., 2005. *The Healing of Nations: The Promise and Limits of Political Forgiveness*. Lanham: Roman and Littlefield Publisher

Veltman, A. and Norlock, K., ed. 2009 *Evil, Political Violence, and Forgiveness: Essays in Honor of Claudia Card*. Lexington: Lexington Publishers

Journals

Scheme of Work 2018

Group Facilitation and Restorative Practice

PLEASE TAKE NOTICE OF THE ROOMS THAT WILL BE UTILISED <i>Break time will be for 20 minutes commencing at 2:40pm</i>	
Week 1 October 1st 1-3pm Library 002 3-5pm IQ 306	Introduction to the Module Contracting Working with small groups – Student Staff/Engagement Area 301 (<i>Small Group Work</i>) Overview of Assignments Introduction to Transitional Justice Restorative Justice Truth and Reconciliation Commission
Week 2 October 8th 1-3pm Small Group Work - SGW (Student Staff Engagement Area) IQ 301 3-5pm -IQ 306	Restorative Justice in Action Theory and practice of Restorative Justice Martin Buber - Buber in practice (Global oneness project) – film Discussion and overview of Assignment 1 and 2 Exploring TJ/TC/TRC process
Week 3 October 15th 1-3pm SGW (Student Engagement Area) IQ 301 3-5pm IQ 306	Facilitating Groups Exploring themes of Group Process Restorative Practice Applications
Week 4 October 22nd Guest Speaker 1-5pm IQ 306	Restorative Practice Workshop <i>Guest Speaker – Julie Perrins/Colleague</i>
WEEK 5 OCTOBER 29TH READING WEEK – NO CLASSES	
Week 6 November 5th 1-3pm SGW(Student Engagement Area) IQ 301 3-5pm IQ 306	Practical Skills – Introduction to Restorative Conferencing Skills Presentation and Essay Skills Theoretical Underpinnings Theory/Discussion: Models of Forgiveness Theological, Philosophical and Psychological Perspectives Enright's – Stages of forgiveness

Week 7 November 12th ASSESSMENT 1 – 15 MINUTE PRESENTATIONS 1-5PM IQ 304	
Week 8 November 19 1-3pm SGW(Student Engagement Area) IQ 301 3-5pm IQ 306	Practical Skills Restorative Conferencing Skills – Designing your case scenario Further Discussion on Forgiveness Future implications for Transitional Justice/Restorative Justice and Practice Additional Assignment 2 Support <i>Additional Presentations Time if needed</i>
Week 9 November 25 1-3pm SGW(Student Engagement Area) IQ 301 3-5pm IQ 306	Practical Skills Restorative Conferencing Skills – Designing your case scenario Goldfish of Restorative Conferencing
Week 10 December 3rd 1-5pm IQ 306	Assessment 3: RESTORATIVE CONFERENCING
Week 11 December 10th 1-5pm IQ 305	Assessment 3: RESTORATIVE CONVERENCING