

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** GROUP DYNAMICS II

**CODE NO. :** CYC251 **SEMESTER:** 4

**PROGRAM:** CHILD AND YOUTH CARE

**AUTHOR:** CYC FACULTY

**DATE:** MAY/2016 **PREVIOUS OUTLINE DATED:**

<b>APPROVED:</b>	“Angelique Lemay”	June/16
	_____	_____
	<b>DEAN</b>	<b>DATE</b>

**TOTAL CREDITS:** 3

**SUBSTITUTE(S)** CYW230  
**PREREQUISITE(S):** CYC203

**LENGTH OF COURSE:** 3 HRS/WK

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**I. COURSE DESCRIPTION:**

This course is designed to build on the skills developed in Group Dynamics I. Opportunities will be provided for the individual student to demonstrate and develop skills in group leadership and group programming. The course will focus on children and adolescents and the therapeutic interventions that are possible / feasible in groups. It is the intent that the student acquires a clear understanding of the CYC's role in terms of this form of therapeutic intervention. Participants need to contribute to the team environment in a manner that reflects an attitude of cooperation and professionalism indicative of ethical standards.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course the student will be able to:

**1) demonstrate skills that provide leadership and direction to group.**

***Potential Elements of the Performance***

- a. describe leadership styles in behavioural terms.
- b. discuss personal attributes indicative of leadership.
- c. demonstrate leadership techniques in a lab setting.
- d. obtain personal feedback and determine personal goals reflective of this feedback specific to leadership.

**2) discuss a representative sample of theoretical approaches to group.**

***Potential Elements of the Performance***

- a. describe Client Centred Therapy
- b. describe Rational-Emotive Therapy
- c. describe Behaviour Therapy
- d. describe Psychoanalytic Therapy

**3) design and implement strategies that enhance psycho-social development in children, youth and relevant others.**

***Potential Elements of the Performance***

- a. select and discuss group activities that are appropriate to specific issues.
- b. prepare materials appropriate to the activity.
- c. conduct the activity within the group setting.
- d. obtain feedback and evaluate the activity.
- e. prepare a typed comprehensive description of the activity according to the prescribed format.

- 4) employ effective intervention strategies which meet the needs and goals of children and youth.

***Potential Elements of the Performance***

- a. select a theme for the group program.
- b. determine the appropriate number of sessions to accomplish the goal of the program.
- c. develop an outline of each of the sessions with objectives and format clearly specified.

- 5) demonstrate strategy appropriate in dealing with problematic behaviours in group.

***Potential Elements of the Performance***

- a. describe behaviours and situations that are at issue in effective group performance.
- b. discuss causal factors underscoring this behaviour.
- c. identify and describe actions/interventions conducive to remediation of these issues.

- 6) identify and use professional development resources and activities that promote professional growth.

***Potential Elements of the Performance***

- a. actively participate in the experiential learning process.
- b. participate in small group tasks as required.
- c. determine through self-assessment and collaboration with others, current skills

**III. TOPICS:**

This course builds on the material studied in CYC 203 Group Dynamics 1. Topics will include/review:

1. The Small Group in Counselling and Therapy
2. The Process of Group Development
3. The Dimensions of Group
4. Group Membership
5. Leadership and Co-leadership
6. Theoretical Approaches to Group
7. Self-help Group Approaches
8. Dealing with specific issues in group.
9. Group programming and documentation
10. Internet and social media impacts on groups

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Corey, M. and Corey G. (2014). *Groups: Process and practice* (9<sup>th</sup> ed.). Pacific Grove, CA: Brooks-Cole/Wadsworth

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**SKILL DEVELOPMENT 10%**

The Skill Development mark (10%) is related to the student's ability to engage in class discussions regarding the course, being prepared for each class, demonstrating self-understanding and commitment to personal and professional growth, taking responsibility for own learning, etc. The format and grading for this will be discussed in class and posted on D2L.

**ASSIGNMENTS 50%**

There will be a Proposal (20%), a Group Co Leadership Activity (20%) and Facilitative and Constructive Feedback and Self Evaluation (10%) scheduled in this course. The format and assessment of the activities will be discussed in class and posted on D2L.

**NOTE:** All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic "0" for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

**All students MUST submit all papers and assignments through the Dropbox on D2L. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student's responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.**

**TESTS 40%**

Tests must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class. It is at the discretion of the professor to decide if an opportunity to write a missed test is possible. A doctor's note may be requested.

***The following semester grades will be assigned to students in post-secondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

On dates where students are scheduled to present, the door will be locked at the start of the class in order to minimize the disruption to other students. Anyone who arrives late to class on those dates will not be permitted to enter the classroom until the presentation is over.

All courses in the Child and Youth Care (Worker) program follow the Fatal Error Policy, as well as APA Standards for all assignments submitted. Faculty will review this with students at the beginning of each course. Detailed documents on D2L course sites will be posted.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.