

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Group Dynamics 1  
**CODE NO. :** HSC202 **SEMESTER:** 3  
**PROGRAM:** Child and Youth Worker  
**AUTHOR:** Michael McFarling, MA, CCW, CYC (Cert.).  
**DATE:** Sept/2005 **PREVIOUS OUTLINE DATED:** Sept/2004

**APPROVED:**

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DEAN

\_\_\_\_\_  
DATE

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** HSC103

**HOURS/WEEK:** 3

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## **I. COURSE DESCRIPTION:**

This course is designed to examine current research and theory leading to an understanding of group roles and group function. Various group techniques and approaches will be explored in an experiential context to enable the student to develop entry-level skills pertinent to working effectively with groups. An emphasis placed on the individual within group will encourage the participant to examine his/her own personal traits and skills in order to develop and implement a strategy to enhance these in the professional context.

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

Learning outcomes and elements of performance are reflective of the criteria stated in Child and Youth Worker Program Standard: CSAC.

Upon successful completion of this course the student will;

1. Discuss factors leading to understanding relationships among individuals and society.

### ***Potential Elements of the Performance:***

- a. discuss the relationships of social organization and institutions and of ongoing issues between individuals and societies.
  - b. discuss group concepts as factors influencing relationship development and maintenance.
2. Foster and utilize therapeutic environments which respect culture and promote overall well-being.

### ***Potential Elements of the Performance:***

- a. assess in collaboration with relevant others, the cultural, developmental and social needs of individuals and groups in the context of the helping relationship.
- b. plan and implement selected strategies based on and reflective of sound group concepts, to foster and utilize therapeutic environments.
- c. evaluate the results of implemented strategies and make necessary adaptations, which facilitate positive change.
- d. utilize therapeutic environments to maximize learning and growth for children and youth.

3. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

***Potential Elements of the Performance:***

- a. maintain professional boundaries.
- b. establish reasonable and realistic personal goals for one's self leading to enhanced work performance.
- c. access and utilize appropriate resources and self-care strategies to enhance personal growth.
- d. act in accordance with ethical and professional standards.

4. Communicate effectively in oral, written, and non-verbal forms to enhance the quality of service.

***Potential Elements of the Performance:***

- a. plan and organize the communication according to the identified need.
  - b. select and use forms of communication required by the situation and context.
  - c. communicate clearly, concisely and accurately, appropriate to the receiver, the setting and the identified goals.
  - d. evaluate the results of the communication and adjust in order to facilitate effective communication.
5. Gain greater self-awareness, intellectual growth, well-being and understanding of others.

***Potential Elements of the Performance***

- a. consider one's expectations and values and analyze their impact on personal goals and relationships.
- b. describe the application of an understanding of the individual and human development to personal life and relationships.
- c. achieve a greater understanding of oneself as a learner and articulate one's own learning style.
- d. integrate the concept of well-being into one's life-style.

**III. TOPICS:**

1. The Ethics of Group Work
2. The Role of the Group Counsellor
3. Stages and Issues in Group Development
4. Leadership.
5. Communication Skills and Networks.
6. Decision Making.
7. Controversy, Conflicts, Power.
8. Teamwork
9. Leading Specific Groups

Topic areas are not necessarily limited to the aforementioned. Additional areas will be covered as the need arises and time permits.

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

Corey, M. and Corey G. (2006). *Groups: Process and Practice* , Pacific Grove, Brooks/Cole

**V. LEARNING ACTIVITIES:**

Readings and research  
Lecture  
Discussion  
Interactive Group Simulations  
Quizzes and assignments

Learning in the experiential format will play a significant role leading to the realization of the objectives of this course. As is inherent in the experiential process the student is prepared for the learning by having completed assigned readings and tasks as assigned in preparation for the experiential components of the course.

In that guided experience is a significant aspect of learning group skills, we will use an open forum format to address issues pertinent to the individual as he/she relates to group. In that regard attendance and participation are key to the success of this learning.

***Participant is to:***

1. Maintain attendance at a level reflective of a professional commitment to the Child and Youth Worker career and the course.

Attendance and participation are essential to the experiential learning format. In order to develop group skills the student will need to actively participate in all aspects of group class sessions.

2. Complete all required readings as preparation for sessions.
3. Participate actively and fully in class/group discussion.
4. Conduct a group leadership activity.
5. Complete a term paper that identifies personal goal areas and strategies useful in the attainment of those goals.  
You need to address a goal in at least four different areas of group.

The preparation of the paper requires the participant to examine group functions and to document personal skill development that has occurred and/or note barriers to goal attainment in-group. It is intended to identify the means through which individual goals may be reached in the future.

6. To complete three tests on material presented.

Knowledge of theory and the concepts inherent in the study of group dynamics are components leading to the successful completion of this course. The quizzes will focus primarily on the concept areas as described in the text and processed in the classroom. Study questions are available for all chapters and can be located on the appropriate Data file. **There are no alternate quiz dates or rewrites.**

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

a) Attendance and Participation	30%
b) Term Paper	10%
c) Group Leadership Activity	10%
d) Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Quiz 4	10%
Quiz 5	10%

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100%

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%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
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.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**VII. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**Students may submit written material through email. All criteria apply.**

Email: mike.mcfarling@saultc.on.ca

Student is still required to submit a “hard copy” ASAP.

**VIII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**IX. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean’s secretary. Students will be required to provide a transcript and course outline related to the course in question.

## **Addendum A**

### **Group Leadership Activity**

Each course participant is required to select and lead an activity with the group. In that there is a maximum time limit of 40 minutes for the individual leadership experiences the activities themselves may be classed as “warm-up” activities. The student is required to submit a brief outline of the activity presented and an evaluation of their leadership attempt. As is evident from the grading form (attached) there are a number of criteria that need to be met. These will be discussed at the start of the course.

## **Addendum B**

### **Term Paper**

The purpose of the term paper is to assist the participant in the consolidation of group theory and practice from a personal perspective.

Students are to examine from a developmental perspective, their **own behaviour** relative to group. The participant is to identify two core areas from those covered in the course i.e. cooperation, problem solving etc. A detailed discussion of each with a view to identifying the entry state, the future state desired and the strategies available to achieve that state is required.

\* Please note that in you need to make specific reference to yourself and your own behaviour. Discussing the experience from a group only perspective will not meet the requirements of this assignment.

The term paper is to be a minimum of **three-typewritten pages double-spaced**. It of course must be in the appropriate professional format.

The title page must clearly indicate the course and student name along with the date. References must be properly documented.

**Note: late papers will not be accepted for evaluation.**

- **Grading criteria for term papers and leadership exercise is attached.**



## **Group Dynamics Term Paper Evaluation Criteria**

### **1. Professional appearance of the paper:**

- a. typed, standard white paper
- b. cover page
- c. appropriate margins etc.
- d. headings

**/2 points:**

### **2. Content: Minimum of 2 goal areas addressed appropriately.**

Each area:

- a. concept defined
- b. constructive self-critique
- c. strategy to manage issue in future
- d. rationale to support strategy choice

**/12points**

### **3. Style**

- a. professional terminology
- b. spelling
- c. grammar
- d. sentence structure
- e. paragraph format

**/2 points**

Please be advised that there is no extension on the due date of this paper. In order to be evaluated papers must be received on time.

## **Format for Written Component of Group Leadership Activity**

Title:

Objective:

Materials:

Time Required:

Group Size

Process:

Variations Possible:

Notes/Tips:

Discussion Questions:

### **PowerPoint Presentation**

PowerPoint presentation is to serve as a review of the exercise. It is limited to 6 slides therefore one needs to be judicious in the selection of material. Keep the presentation straightforward and avoid embellishments.

## **Attendance/Participation Grading Criteria**

**HSC202 September 2005 Attendance/Participation 30%**

**Note:** The nature of Group Dynamics class is that it is largely experiential. For attendance points to be earned the student needs to be in attendance for the entire class session. Lateness and early leaving has a very detrimental effect on the group process.

### **Attendance Grade:**

Determined by adding the total number of classroom hours and the number that the student attended - then calculating the grade proportionately out of 15 percentage points.

### **Participation Grade:**

**0.....1.....2.....3.....4.....5**

- 0:** Poor participation (i.e. usually inattentive or uninvolved; frequent off-task behaviours; negativity or lack of positive contributions)
- 1:** Minimal participation (i.e. often inattentive or uninvolved; often off-task, minimal contributions to class)
- 2:** Fair participation (reasonably attentive and involved, reasonably on-task, demonstrated attempts to make class contributions.)
- 3:** Moderate participation (good attention and involvement, usually on-task, good efforts to contribute)
- 4:** Strong participation (almost always attentive and involved, strong ability to stay on-task, makes consistent positive contributions)
- 5:** Excellent (classroom leader, keeps self and others on involved and on task, makes excellent contributions)

**Rating is multiplied by 3 to arrive at 15 percentage points.**

**Group Leadership Activity**

**Date:** \_\_\_\_\_

**Leader:** \_\_\_\_\_

- Point System:**
- 0** Indicates significant improvement necessary
  - 1** Minimal level of competence demonstrated
  - 2** Expected level of competence demonstrated
  - 3** Advanced level of competence demonstrated

**Table 1**

<b>Points</b>	<b>-0-</b>	<b>-1-</b>	<b>-2-</b>	<b>-3-</b>
Leader presents a professional appearance				
Leader starts on time				
Preamble is appropriate				
Instructions are clear and concise				
Leader assumes control of the group				
Participants are engaged at the onset				
Selection is appropriate				
Inclusive of all participants				
Arrangement of physical space				
Materials ready and adequate				
Leader stays connected with the group				
Leader maintains control of the group				
Redirects as necessary				
Facilitates discussion				
Acknowledges and reinforces appropriate behaviour				
Answers questions appropriately				
Acknowledges group co-operation				
Attentive to time limitations/constraints				
Ends session on a positive "note"				
Directs and assures cleanup				
Demonstrates confidence				
Elicits evaluative feedback from participants				
<b>Total</b>				

**Comments:**

**Table 2: Point system as in table 1**

<b>Points</b>	<b>-0-</b>	<b>-1-</b>	<b>-2-</b>	<b>-3-</b>
Written copy to professor at start of presentation				
Written work follows designated format				
Professional appearance of written work				
Sources documented appropriately				
PowerPoint –max 6 slides				
PP summary time effective				
Personal evaluation appropriate				
Submitted on time (1 week after presentation)				
<b>Total</b>				

*Comments:*

**Grade for Leadership Activity: total table 1 + total table 2 divided by 6**