

COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: GROUP DYNAMICS II

CODE NO.: CCW 224

SEMESTER: WINTER IV

PROGRAM: CHILD AND YOUTH WORKER

AUTHOR: MIKE MCFARLING MA., CCW.

DATE: JANUARY, 1996 PREVIOUS OUTLINE DATED: JANUARY 1995

NEW: REVISED: X

APPROVED:

Kitty DeRosario
 Kitty DeRosario, Dean
 Human Sciences & Teacher Ed

Dec. 4/95
 Date

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.



GROUP DYNAMICS II

CCW 224-3

INSTRUCTOR: M. MCFARLING
OFFICE: E3212
PHONE: 759-2554 EXT. 549

TOTAL CREDIT HOURS: 45

PREREQUISITE(S): GROUP DYNAMICS I - HSC 202-3

I. PHILOSOPHY/GOALS:

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 CYWs role in terms of this form of therapeutic intervention.

II. STUDENT PERFORMANCE OBJECTIVES:

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

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

Indicators: Student will;

- a. describe leadership styles in behavioral 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.

Indicators: Student will, within the group context;

- a. describe Client Centered Therapy
- b. describe Rational-Emotive Therapy
- c. describe Behavior Therapy
- d. describe Psychoanalytic Therapy

II. STUDENT PERFORMANCE OBJECTIVES (cont.)

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

- 3) identify and lead group exercises appropriate for specific client populations and specific needs areas.

Indicators: Student will

- 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) propose a plan for the development of group management/intervention strategies.

Indicators: Student will;

- 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 behaviors in group.

Indicators: Student will;

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

- 6) demonstrate a working knowledge of the team concept.

Indicators: Student will;

- a. actively participate in the experiential learning process.
- b. participate in small group tasks as required.
- c. practice and evaluate individual skills appropriate to a professional role in the therapeutic use of group.

III. TOPICS TO BE COVERED

This course builds on the material studied in HSC 202-3, Group Dynamics 1. Topics will include:

1. The Small Group in Counselling and Therapy
2. The Process of Group Development
3. The Dimensions of Group
4. Group Membership
5. Leadership/Co-leadership
6. Theoretical Approaches to Group
7. Self-Help Group Approaches
8. Dealing with specific issues in group.
9. Group programming and documentation

IV. LEARNING ACTIVITIES

Experiential learning requires that group members are present and active participants in the group process.

Presentation format will vary depending upon issues being covered. Active participation in the group experience is essential.

V. EVALUATION METHODS:

DUE

A. Attendance and Participation	30%
B. Human Relations Group Exercises	10%
C. Small Group Program	10%
D. Mid-Term Test	25%
E. Final Test	25%

* Requirements for B & C as follows:

Item B: Human Relations Group Exercise

Students are required to examine pertinent group-related material and to select a group activity pertaining directly to the Child and Youth Worker Field.

The student must then conduct the exercise in class and lead discussion. A typed version of the exercise is to be given to the instructor as per the following. Dates will be assigned.

Outline

Documentation of this experiential component of CCW 224 Group Dynamics 2 is required. Documentation is to be typed according to the following format. All materials used to support the activity needs to be referenced in the acceptable format.

Activity Title:

Recommended For:

Describe application for the exercise i.e. areas of concern that could be explored with the particular exercise such as self-image issues, etc.

Stage of Group Development:

Identify factors critical to the success of the activity relative to group readiness.

Synopsis:

A brief but comprehensive description of the activity.

Materials:

A detailed list (including diagrams), where applicable, of all necessary equipment, space requirements, etc.

Method/Procedure:

Describe in detail how the activity is to be conducted.

Discussion:

List discussion questions for consideration after the exercise.

Variations:

Suggest possible variations for the exercise.

Reference:

State sources of materials used. If it is appropriate to list additional support material it must be documented here.

Evaluation:

Student is required to do a written self-evaluation following the presentation of the exercise. This is due the week after the presentation.

Dates will be assigned. If it becomes necessary for a student to change a presentation date it is the students responsibility to arrange the change with another student and to subsequently advise the teacher in writing at least a week in advance of the change.

Item C: Small Group Program

Students, working in small groups (4 persons) will identify a goal area relevant to children/adolescence. This area should be reflective of the actual needs of the individuals in the areas of ie. social skill development, self-help etc.

* See Appendices A and B in the text.

Students are required to maintain a photocopy of all material submitted for evaluation.

VI. REQUIRED STUDENT RESOURCES

Posthuma, Barbara W., (1996). Small groups in counselling and therapy: Process and leadership. Needham Heights, Mass.:Allyn and Bacon.

VII. COLLEGE GRADING POLICY

90 - 100% = A+
80 - 89% = A
70 - 79% = B
60 - 69% = C
BELOW 60% = R

VIII. SPECIAL NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Meeting student needs may require a revision in the text of this outline. The instructor will assume this responsibility should it be indicated.