

## COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: GROUP DYNAMICS II

CODE NO.: CCW 224

SEMESTER: Four


PROGRAM: CHILD AND YOUTH WORKER

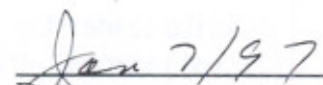
AUTHOR: MIKE MCFARLING MA., CCW.

DATE: JANUARY, 1997 PREVIOUS OUTLINE DATED: JANUARY 1996

NEW: REVISED: 

APPROVED:

  
D. Tremblay, Dean  
Health and Human Sciences  
and Teacher Education

  
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.



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 CYW'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 as determined by ethical standards.

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

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

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

Indicators: Student will;

- 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 and knowledge.

**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	20%	TBA
C. Small Group Program	10%	April 21/24
D. Mid-Term Test	20%	Feb. 27/97
E. Final Test	20%	April 17/97

\* Requirements for B & C as follows:

**Item B: Human Relations Group Exercise**

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

The student must then conduct the exercises in class and lead discussion. A typed version of the exercises are 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.

**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.