

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: GROUP DYNAMICS II

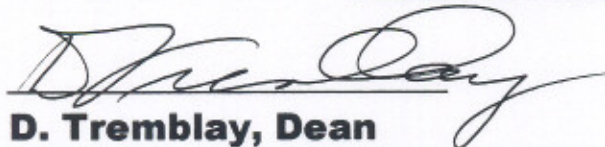
Code No.: CCW 224 Semester: 4 - 98W

Program: CHILD AND YOUTH WORKER

Author: MICHAEL MCFARLING MA., CCW.

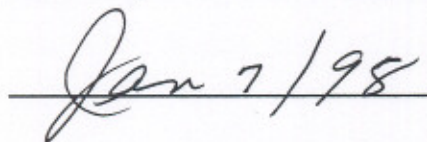
Date: Jan 98 Previous Outline Date: Jan 97

Approved:



**D. Tremblay, Dean
Health, Human Sciences and Teacher Ed.**

Date:



Total Credits: 3 Prerequisite(s): HSC 202

Length of Course: 15 WKS Total Credit Hours: 45

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INSTRUCTOR: M. MCFARLING

OFFICE: E3212

PHONE: 759-2554 EXT. 549

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. Participants need to contribute to the team environment in a manner that reflects an attitude of cooperation and professionalism indicative of 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.

Potential Elements of the Performance

- 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.

Potential Elements of the Performance

- a. describe Client Centered Therapy
- b. describe Rational-Emotive Therapy
- c. describe Behavior 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 behaviors in group.

Potential Elements of the Performance

- 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.

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 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 Counseling 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

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 22/98
D. Mid-term Test	20%	Feb. 23/98
E. Final Test	20%	April 14/98

* 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 II 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 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 i.e. social skill development, self-help etc.

Teams will prepare a weeks program with the appropriate resources identified. The first session will be detailed.

* 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 Counseling 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.

Students are required to maintain a copy of all materials handed in to the instructor for evaluation.