

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** GROUP DYNAMICS II

**CODE NO. :** CCW224

**SEMESTER:** 4 – 2001W

**PROGRAM:** CHILD AND YOUTH WORKER

**AUTHOR:** MICHAEL MCFARLING MA., CCW. CYC (Cert.)

**DATE:** JAN/2001

JAN/2000

**APPROVED:**

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DEAN

\_\_\_\_\_  
DATE

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** HSC202

**LENGTH OF COURSE:** 15 WEEKS  
3 HRS/WK

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*School of Health and Human Services*

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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 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 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 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:**

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. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Barlow Constance A. et. al., (1999). *A handbook of interactive exercises for groups*. Toronto ON. Allyn and Bacon.

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

A. Attendance and Participation	30%
B. Human Relations Group Exercises	20%
C. Small Group Program	10%
D. Mid-term Test	20%
E. Final Test	20%

*\* 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 student's 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/adolescents. 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 prepared a week's program with the appropriate resources identified. The first session will be detailed.

\* An outline will be provided.

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

***The following semester grades will be assigned to students in postsecondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	

X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

**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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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, as may be decided by the professor. 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.

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.

**VIII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor.

**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.