

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:

Learning outcomes and elements of performance are reflective of the criteria stated in Child and Youth Worker Program Standard - Ministry of Training, Colleges and Universities-available on the CYW Program Web Site.

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 behavioural 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 Centred Therapy
- b. describe Rational-Emotive Therapy
- c. describe Behaviour 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 behaviours in group.**

Potential Elements of the Performance

- a. describe behaviours and situations that are at issue in effective group performance.
- b. discuss causal factors underscoring this behaviour.
- 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 Group Dynamics 1. Topics will include/review:

1. The Small Group in Counselling 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:

Approaches to group work: a handbook for practitioners, Capuzzi, David, Merrill Prentice Hall

Groups: process and practice. (8th edition), Corey, M. and Corey G. (2009), Brooks/Cole

VI. EVALUATION PROCESS/GRADING SYSTEM:

A. Attendance and Participation	30%
B. Co-leadership Presentations	
- PowerPoint /Supporting Material	
- Co-leadership Practicum	
- Documentation	
- Process Evaluation	20%
C. Test 1	15%
D. Test 2	15%
E. Program Proposal	20%

*** Requirements for Co-leadership Presentation (B):**

Each student will be assigned a proposal/chapter from the "Approaches to Group Work" (David Capuzzi) text. Students each need to prepare a power point presentation to describe and market the proposal as if to an agency or funder for support. Specific training in power point will be available from the instructor, if needed. It is the students' responsibility to schedule this, if required. After the power point presentation, students will co-lead activities specific to the proposal.

The presentation will be limited to a maximum of 50 minutes. It is imperative that students attend to time limitations. The time frame set is sufficient from an experiential context to enable the student to present the power point, to conduct a short warm-up exercise leading to the main activity and then to co-facilitate the main activity. Opportunity exists to receive feedback from the rest of the class group following the practicum.

***Students are to choose a co-leader from the class, for these exercises. It is expected that each student will co-lead. This is a REQUIRED expectation and will be part of the grading criteria for your own assignment. Once the chapters are assigned, you may choose your own co-leader and the two of you will present on the same day (in the two hour section of the class).

A typed version of the exercise/s is to be given to the instructor as per the following. In addition, a copy of the exercise/s clearly titled needs to be sent by **email** and will be put on the LMSfile for general reference. Students will also need to hand in a copy of their power point presentation (using the handout format, with six slides per page). Both of these are to be handed in **prior** to the presentation.

Outline

Documentation of this experiential component of CYW230 Group Dynamics II is required. Documentation is to be typed according to the following format. All materials used to support the activity need to be referenced in the usual 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.

*** Requirement for Small Group Program Proposal (E):**

Each group is responsible for the following written material and subsequent class presentation. Although there are 4 people contributing to the proposal, the final document should be uniform in style.

Each participant is to sign the document attesting to his or her full participation in the construction and presentation of the work.

This *manual* will consist of three components or “chapters”. It is expected that the *manual* will be completed according to the following format with the appropriate documentation etc. included.

The Format:

Select a theme and age level for your group design with consideration to the appropriateness to the field of CYW. Use this as a context to examine previous group work addressing the theme and /or age level for the group. If you are unable to find research specific to your chosen age range then you use research that is closely related, such as research on adolescent group work in general.

For this portion of the manual you are to submit three research critiques of recent (within the last 5 years) articles on your group theme. Each review should be a minimum of two pages in length. Remember each review must focus on group work.

Format for critiques:

- a. Author’s name, article title etc. Use appropriate reference format.
- b. Summary of the key points of the article: examine the method, subjects, purpose, research questions, hypothesis, results and implications.
- c. Discussion on relevance of information for your group design.

Part One: Introduction - This chapter includes a review of the research, all decisions made prior to the first group session and subsequent justification etc.

1. Explain the purpose of the group.
2. Discuss previous research (studies and theory) as it applies to this type of group. If research is not available for this type of group discuss research done on similar groups.
3. How does the research support decisions for your chosen group design?
4. What are the goals for the group? What do you hope to accomplish over the next 5 weeks? Goals should of course reflect your purpose statement.
5. How will your assessment instruments determine if your goals have been reached? What instruments will you use?
6. Who are the members/ how were they referred - self referral, agency referral, court mandate etc.? What kind of information is relevant to member selection? What role does the pre-session interview play?
7. How many members will you have? This decision should be supported by the research.
8. What are the preferred member characteristics? Heterogeneous? Homogeneous? What is your rationale for this member selection? Examples of member characteristics could be used.
9. How are the members prepared for the group?
10. Who are the facilitators(s)? Male? Female? One/two? Experience?
11. When and where will the session be held?
12. Any addition information that you feel would be pertinent.

Part Two:

Session Outlines – Provide a “Session Theme” and short description of a minimum five sessions of your group. In this description, you need to include the objective of the session, along with the rationale for that particular session.

Choose **one** of the above sessions and provide a detailed description including the following:

1. *Objectives and behavioural outcomes*: Objectives should be member oriented. Member oriented instructional objectives are simple sentences stating what members are expected to learn in the sessions. Your objectives should allow for the development of behavioural indicators (behavioural outcomes) to determine if the objectives have been met. Sessions should contain objectives that address group process as well as theme content.
2. *Activities*: To meet session objectives each session will contain structured activities. Activities are listed in order of event with the appropriate time lines identified. Each activity should be briefly described in the text, followed by a few process questions. Process questions should refer to the content of the activities (what did the members learn?). It is important to keep in mind the behavioural objectives you wish to learn. Remember process questions are unique to each activity. Specific details, procedures, and materials for the activities need to be included in the appendix in the back of the manual. Be sure that the necessary documentation is attended to.
3. *Session Processing*: In addition to processing each activity, the final 10 minutes are used to process the full session. List three or four process questions related to the session objectives and behavioural outcomes. These are important because they tell you what they have learned in the session and how they are progressing towards group goals.
4. *Rationale*: The rationale explains why sessions and activities are selected and sequenced in some logical order. For example, group norms are established in the first session to lay the necessary foundation for future group work. If group norms were not established early, feelings of anxiety and fear would develop rather than a sense of group cohesion, universality, and trust. Further to this discuss the order of information presented for learning. How do member characteristics influence the topic order?

Part Three:

Evaluation: The purpose of evaluation is to determine if the group was effective. To determine effectiveness, pre-tests and post-tests are used to measure change. In this part you need to discuss these instruments that would be useful in your program. Explain your rationale for the instruments you select. Why are they appropriate for the population you are working with? How are they relevant to your group goals? Include copies of these instruments in the appendix.

Glossary:

Session themes: session theme should communicate the main idea of the session. It is a general conceptual organizer. This does not mean that topics must be omitted. You may need to carry over a topic from the previous session i.e. review.

Objectives: are your conceptual organizers. They should communicate what you want the members to learn and communicate a conceptual organization from sessions one to six as you move towards the overall goal for your group. The important question is whether you will be able to identify behavioural outcomes that go along with your objectives. Your behavioural outcome statement will identify observable behaviour to determine whether the objective is reached. Use a verb in your objective that best communicates the level of learning you are wanting i.e. demonstrate, list, verbalize etc.

Behavioural outcomes: are descriptions of observable behaviour you will look for to determine if the objective has been reached. They help you determine if the learning is specific and concrete. Check the behaviour you describe to see that is observable.

Activity descriptions: Should be briefly included in the outline so that the reader can follow the flow of the session. At times a more detailed description of the process will make the activity more clear. It is not necessary to provide a leader script just the main conceptual ideas that add to the session flow.

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.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.