

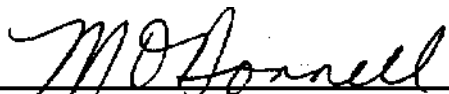
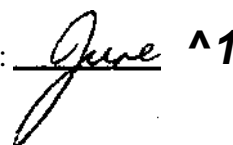
SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: GROUP DYNAMICS I
COURSE CODE: NSA103-4
PROGRAM: NATIVE COMMUNITY WORKER PROGRAM
SEMESTER: TWO
DATE: SEPTEMBER 1997
AUTHOR: NATIVE EDUCATION DEPARTMENT

Revised: x

APPROVED:  DATE: 
Dean, School of Native Education,
Creative Arts and Criminal Justice

PHILOSOPHY/GOALS:

This course provides students with an understanding of how groups may work together effectively and is based on the experiential learning model. Experiential learning, as a concept, is most effective when the members of the group perceive their importance in the group as a participatory member. Throughout the course, students will be given the opportunity to examine how experiential learning relates to Native concepts such as group vs. individual learning styles and teaching circles. Parallel to this learning, the students will be responsible for assigned textbook readings that will enhance their understanding of the importance of communication in our everyday lives. Classroom work will closely relate to the textbook readings and personal insights may be acquired and shared by both the Native and Non-Native students for the benefit of all group members.

The course is designed to provide students with the ability to interact effectively with groups within the workplace, social and learning settings.

LEARNING OUTCOMES:

The student has earned credit for this course when he/she has reliably demonstrated the ability to:

1. Evaluate the group learning process and its relevance to the needs of Native people in a variety of settings.
2. Identify and relate how differences in culture, beliefs, attitudes and value systems of individual group members affect the dynamics of the group process
3. Identify and compare specific theories relating to intrapersonal, interpersonal and group interactions taken from a historical perspective to a contemporary perspective.
4. Identify a variety of theories and models as they relate to understanding the dynamics of communication on a interpersonal, intrapersonal and/or group level and explain their relevance to learning, work and/or social settings.
5. Identify a variety of experiential methods and approaches, including Native Non-Native aspects, that may be used to effectively facilitate a group process.
6. Adapt facilitation materials to suit the needs of specific groups, with a focus on Native groups, using case studies.
7. Participate in group interactions effectively.
8. Define and describe helpful and harmful group behaviours.

9. Identify obstacles that may impede communication between individuals and groups and list strategies to overcome these barriers - ie. cultural, social, emotional, etc.
10. Investigate and record, through journal writing, personal feelings and observations relevant to the group and personal experiences as they apply to intrapersonal, interpersonal and group communication.
11. Identify group leadership styles and their relevance on a personal level.

TOPICS TO BE COVERED:

I. WHAT DO WE MEAN BY INTERPERSONAL COMMUNICATION?

-introduction to interpersonal communication

II. PERCEPTION AND HUMAN INTERACTIONS

-differences in perception

m. SELF-CONCEPT

-identification of who one is

- problems with anomie among Native people

IV. WHO CAN I BE?

- various styles of interaction

-aggression vs. assertiveness

V. ROLE OF NEEDS , ATTITUDES , BELIEFS AND VALUES IN

-understanding individual differences

VI. LISTENING

-levels of listening

-assessing listening

Vn. EFFECTIVE COMMUNICATION

-meaning of what we say

K. NON-VERBAL

-communicating without words

X. RELATIONSHIPS, ROLES AND TRUST

- stages of relationships

-art of trusting

XI. CONFLICT RESOLUTION

-negotiation strategies

LEARNING ACTIVITIES:

The course provides the students to interact and process within an experiential learning environment. Student cooperation and input are essential. Students are reminded about integrate the teachings of the seven Grand Fathers during group sessions. Participation in role playing, values clarification, team building exercises, group discussions, case study analysis and feedback exercises will enable the student to develop the skills to complete his/her practicum in Group Dynamics and Practicum HI (fourth semester).

EVALUATION METHODS:

3 Chapter Quizzes	5%	
Test 1 (Ch. 1-4)(10%)		DUE: Week of Sept 29/97
Test2(Ch. 5-8)(10%)		DUE: Week of Nov. 3/97
Test3(Ch. 9-11X15%)		DUE: Week of Dec. 8/97
Response Papers (two papers)	30%	
-Paper 1(15%)		DUE: Week of Oct. 6/97
-Paper 2(15%)		DUE: Week of Nov. 10/97
Self-Evaluation Assignment	15%	DUE: Week of Dec. 13/97
Journal Entries	<u>20%</u>	Mid-term - Week of Oct. 20/97 Final - Week of Dec. 15/97
TOTAL	100%	

ATTENDANCE AND PARTICIPATION is vital to the group process. The student must maintain a 90% attendance record in order to be successful in this class (13 of 15 classes).

CHAPTER QUIZZES are "closed book" and will test material covered in specific chapters of the required text (please ensure that you keep up on the readings!). Each test will be comprised of short answer, fill in the blank, matching questions and/or true or false. Prior to each test, a brief review and question period will be conducted by the instructor.

The **RESPONSE PAPERS** will provide the student with the opportunity to assess the relevancy of pre-selected videos to based on class discussions and material covered in the text. Further guidelines will be handed out by the instructor early in the course.

The **SELF-EVALUATION ASSIGNMENT** will require the student to portray his/her life in a visual format. The purpose of the assignment is to show how the student has managed/resolved interpersonal conflicts and tensions with others at various stages of their life development. Further guidelines will be provided by the instructor.

JOURNAL ENTRIES will be expected from the students on a weekly basis. The journal will provide the student with the opportunity to reflect and respond to class interactions, to information in the text and to significant personal events as they relate to effective interpersonal communication. Further guidelines will be provided by the instructor.

REQUIRED STUDENT RESOURCES:

Myers, G.E. & Myers, M.T. (1992). The Dynamics of Human :A Laboratory Approach. New York; McGraw-Hill Inc.

SPECIAL NOTES:

Students with special needs, e.g. physical limitations, visual impairments, learning disabilities, etc., are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

ALL assignments are to be handed in on the due date and are to be typewritten with the exception of journals. Any late assignments will be penalized **1 mark** each day late.

