

I. COURSE DESCRIPTION:

The field of social work focuses on the person in the environment. Social Services Workers will consistently use skills related to group dynamics in their work with clients, colleagues and communities. This course will cover the various types of groups and techniques necessary to work effectively with groups. The unique considerations for work with multicultural groups will be addressed. Students will gain an understanding of the differences between the concepts of professional groups and circles.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Formulate an understanding of theoretical foundation of group work.

Potential Elements of the Performance:

- Distinguish between group process and group techniques.
- Connect theory to group work process
- Differentiate between the different stages of a group

2. Distinguish between the various types of formal and informal groups.

Potential Elements of the Performance:

- Identify the various types of groups
- Characterize the nature and use of different types of Native Circles
- Apply the theory and concepts of group process to specific groups

3. Coordinate a variety of groups/circles to address identified needs, including but not limited to groups/circles, which promote teaching, sharing talking and healing.

Potential Elements of the Performance:

- Participate and run group/circle
- Be familiar with the aspects of forming groups
- Discern between and facilitate the different stages of a group

4. Demonstrate an ability to utilize various group techniques and process accurate observations of group dynamics.

Potential Elements of the Performance:

- Demonstrate the role of a group leader
- Communicate the role of group members
- Address the challenges groups may encounter
- Identify the evolution of group
- Apply ethical and legal requirements for working in groups

5. **Develop skills and knowledge base of group practice with diverse populations in consideration of unique characteristics and needs.**

Potential Elements of the Performance:

- Adopt a commitment to multicultural competence in group facilitation
- Understand the implications of diversity within a group
- Identify unique skills for working with diverse groups

III. TOPICS:

1. Theories of Group Work
 - Process and Techniques
2. Types of Groups
 - Tasks Groups
 - Psycho educational Groups
 - Counseling Groups
 - Brief Groups
3. Types of Native Circles
 - Healing circles
 - Talking circles
 - Sharing Circles
 - Teaching Circles
4. Multicultural Competent Group Work
 - Self Awareness
 - Learning about Other Cultures
 - Possible Conflicts and Benefits
5. Ethics and Legal Issues
 - Consent
 - Involuntary Members
 - Confidentiality
 - Values of the Leader
6. Stages of Groups
 - Forming a Group
 - Initial Stage
 - Transitions
 - Working Stage
 - Ending Stage

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Corey, M., & Corey, G. (2006) *Process and Practice: Groups* (7th Ed.)
Thompson; Brooks/Cole, (ISBN: 0-534-60795-0)

V. EVALUATION PROCESS/GRADING SYSTEM:

Description	Worth	Due
Journals Based the following three participation levels: <ul style="list-style-type: none"> • Journal Group Participant 10% • Journal Group Facilitator 10% • Fishbowl Participant 5% 		1 week after participation (To be determined throughout the semester)
Group Facilitation/Evaluation <ul style="list-style-type: none"> • Group Facilitation 20% • Written Peer Evaluation 5% (1% / peer evaluation) 		students will sign up for one group during the semester a total of five throughout the semester
Talking Circle Participation and Guest Speaker Paper <ul style="list-style-type: none"> • Participation in a Talking Circle 10% • Paper 10% 		In class attendance during presentation and participation in a talking circle by the end of November First week of December
Paper on Panel Guest Speakers 10%		(November) 1 week after guest Speaker's presentation
Multicultural Group Work and Group Overview Paper 20%		December
Total 100%		

EVALUATION:

Journals: Students will be required to submit a total of 3 journals worth a total of 25%. The journals will be written in respect to the student's role in the group as a participant, facilitator, and fishbowl member. The instructor will provide further requirements for each journal entry.

Group Facilitation: Each student will be required to co-facilitate one small group in class. Students will sign up to co-facilitate a group. Each group will be determined by a specific topic. Topics will be determined at the beginning of the semester. Each co-facilitator will meet prior to the group and plan how the information will be delivered. The themes and group process will focus on the realities, challenges and rewards of being a second year student in a social services worker program.

Written Peer Evaluation: (1% / peer evaluation for a total of 5%) Each student will write an objective evaluation for a total of five groups. The evaluation will cover observations of the group process and evaluation of the co-facilitator in utilizing techniques and theories.

Talking Circle Participation and Paper: Students will be required to attend one talking circle before the end of the semester. The student will locate and attend a talking circle scheduled outside of regular class time.

In addition, following a presentation made by a guest speaker, each student will submit a paper, 3 pages minimum, describing their experience attending the talking circle and incorporate what the guest speaker discussed about the different types of circles during the presentation.

Paper on Panel Guest Speakers: A panel of guest speakers will present their experiences in facilitating groups. The presenters will represent a diverse perspective in the content, audience and process of group facilitation. Each student will prepare a 2-4-page paper on the similarities each group facilitator shared. The student is also required to describe the significance of diversity of groups. The paper will be supported by material from the textbook along with at least one scholarly journal article pertaining to groups.

Multicultural Group Work and Group Overview Paper: Each student will write a final paper describing the various stages of groups, group dynamics and challenges noting the multicultural influences. Students will also include a section on best practice for multicultural group work and provide a personal reflection on the knowledge and experience gained about facilitating groups. Specifics on this paper to be provided by instructor.

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%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

VI. SPECIAL NOTES:

Attendance: Significant learning takes place in the classroom through an interactive learning approach; therefore, all students who miss more than **three** scheduled classes will receive an F in this course.

All assignments are to be handed in on the due date and are to typewritten. Any late assignments will be penalized 1% for each day late and will be accepted up to a maximum of 5 days late.

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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/program, as may be decided by the professor/dean. 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.

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.

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

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. 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.