

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Groups for Multi-Cultural Practice
CODE NO. : NSW200 **SEMESTER:** 08F
PROGRAM: Social Services Worker – Native
AUTHOR: Michelle Proulx
DATE: Sept. '08 **PREVIOUS OUTLINE DATED:** Sept. '07
APPROVED: "Angelique Lemay"

CHAIR

DATE

TOTAL CREDITS: 4
PREREQUISITE(S):
HOURS/WEEK: 3hrs/ week
(additional time is required outside of class to prepare for in-class group facilitation)

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
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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
Observations / Reflection Papers One of each required roles: <ul style="list-style-type: none"> • Group Participant 10% • Group Facilitator 5% • Fishbowl Member. 5% • Peer Feedback Reflection. 5% 		1 week after participation (To be determined throughout the semester)
LMS Chapter Quizzes	10%	
Group Facilitation/Evaluation <ul style="list-style-type: none"> • Group Session Co-facilitation 20% • Written Peer Evaluation 5% 		students will sign up to co-facilitate one group session during the semester a total of five throughout the semester
Talking Circle Reflection Journal.	10%	Attendance during presentation is required in order to write the paper (1 week after guest speaker)
Paper on Panel Guest Speakers	10%	(November) 1 week after guest Speaker's presentation
Multicultural Group Portfolio and Overview Paper	20%	(December)
Total		100%

EVALUATION:**Observation/Reflection Papers:**

Students will be required to submit a total of 4 papers worth a total of 25%. Each paper will be reflective of the student's role during the in-class group sessions as follows:

- 1) a group member participant,
- 2) a fishbowl member (observer outside of the group)
- 3) a facilitator, and
- 4) upon reviewing and peer feedback.

The instructor will provide further detailed requirements for each reflection paper.

Group Facilitation/Evaluation:

Group Facilitation: (worth 20%)

Each student will be required to co-facilitate one small group in class. Students will sign up to co-facilitate a group. Marks will be based on the facilitator's ability to reflect the topic and activities related to the respective stage of the group. A small portion of the mark will relate to the individual's ability to clearly articulate during facilitation.

The theme and group process will focus on the realities, challenges and rewards of being a second year student in a social services worker program. Each group will be determined by a specific topic. Topics will be provided at the beginning of the semester. Each co-facilitator will meet prior to the group and plan how the information will be delivered.

Written Peer Evaluation: (1% / peer evaluation for a total of 5%)

Each student will complete an objective peer evaluation for a total of five separate group sessions. The evaluation will cover observations of the group process and evaluation of the co-facilitator in utilizing techniques and theories.

LMS Chapter Quizzes: (worth 10%)

After specified chapters, students will respond to a series of short answer questions specific to that chapter. Quizzes will be posted to LMS and the total score will be calculated to equal 10% of the final grade. Quiz dates will be posted on and completed on LMS. Students will have a set determined period of time to complete the each quiz. Students are expected to access their LMS account outside of class time. Missed quizzes will not be made up.

Talking Circle Reflection Journal: (worth 10%)

After a presentation by a guest speaker each student will submit a 3-page reflection journal describing presentation and the relevance of a culturally appropriate group method. Attendance is required in order to write the paper. The instructor will provide details of the paper. Students are also encouraged to attend a circle. The college hosts several circles throughout the academic year and circles are available within the community.

Paper on Panel Guest Speakers: (worth 10%)

A panel of guest speakers will present their experiences in facilitating groups. The panel will represent a diverse perspective in the content, audience and process of group facilitation. Each student will prepare a 3-4-page paper on the differences and 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 Portfolio and Overview Paper: (worth 20%)

Each student will prepare a group portfolio, consisting of the elements pertaining to planning and facilitating groups. In addition students will include a 2-3 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. Further specifics on this portfolio and paper to be provided by instructor.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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.

VI. SPECIAL NOTES:

Attendance: Significant learning takes place in the classroom through an interactive learning approach; therefore, student's 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 be 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 703 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.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *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 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.

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