

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:** 09F
PROGRAM: Social Services Worker – Native Specialization
AUTHOR: Michelle Proulx
DATE: Sept. '09 **PREVIOUS OUTLINE DATED:** Sept. '08
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
(705) 759-2554, Ext. 2603

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. (2010) *Process and Practice: Groups* (8th Ed.)
Thompson; Brooks/Cole,

V. EVALUATION PROCESS/GRADING SYSTEM:

Description	Worth
Observations / Reflection Papers One of each required roles:	
• Group Participant	10%
• Group Facilitator & Peer Feedback Reflection...10%	
• Fishbowl Member.	5%
LMS Chapter Quizzes	10%
Group Facilitation/Evaluation	
• Group Session Co-facilitation	20%
• Peer Evaluations	5%
Sharing Circle Reflection Journal.	10%
Individual Group Portfolio	20%
Multicultural Group Paper	10 %
	Total 100%

EVALUATION:**Observation/Reflection Papers:**

Students will be required to submit a total of 3 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 upon reviewing and peer feedback.

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

Group Co-Facilitation/Evaluation:

Co-Group Facilitation: (worth 20%)

Each student will be required to co-facilitate one in class session. Marks will be based on the facilitators' 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. Each facilitator must demonstrate an equal lead in the session.

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. Individual session topics will be provided at the beginning of the semester. Each co-facilitator will meet prior to the group session 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.

Sharing 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 outside of scheduled class time. The college hosts several circles throughout the academic year and circles are available within the community.

Multicultural Group Paper: (worth 10%)

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

Portfolio: (worth 20%)

Each student will prepare a 6 session group portfolio, consisting of the elements pertaining to planning and facilitating groups.

Students will choose a topic theme based on the a specific target audience and prepare a six session group plan. Your group sessions will reflect a psycho-education group.

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%	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:

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.

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.

Late Assignments:

All assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 2% for each day late and will be accepted up to a maximum of 5 days late.

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.

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.

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.

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.

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, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to

<https://my.saultcollege.ca>.

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.