

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE:	Groups for Multi-Cultural Practice II		
CODE NO. :	NSW227	SEMESTER:	Four
PROGRAM:	Social Service Worker-Native Specialization (1218) Oshki-Pimache-O-Win, Thunder Bay Delivery		
AUTHOR:	SSW-NS Faculty: Michelle Proulx		
DATE:	June. '14	PREVIOUS OUTLINE DATED:	June. '13
APPROVED:	"Angelique Lemay"		June/16
	_____ DEAN		_____ DATE
TOTAL CREDITS:	2		
PREREQUISITE(S):	NSW217		
HOURS/WEEK:	15 weeks		

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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. 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

- 2. 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

- 3. 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:

Multicultural Competent Group Work

- Self Awareness

Stages of Groups

Group Facilitation Skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

V. EVALUATION PROCESS/GRADING SYSTEM:**Observations / Reflection Papers****One of each required roles:**

- **Group Participant** 10%
- **Group Facilitator & Peer Feedback Reflection...**10%
- **Fishbowl Member**..... 5%

Group Facilitation/Evaluation

- **Group Session Co-facilitation** 20%
- **Peer Evaluations** 5%

Chapter Quizzes (4@ 10% each) **40%**

Attendance/Participation **10%**

Total 100%

Assignment Description**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:*

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 utilization of techniques and theory.

Chapter Quizzes:

After specified chapters, students will respond to a series of multiple choice and short answer questions specific to the specified chapters.

Attendance/Participation

This portion of the class will be assessed using the Attendance and Participation Rubric. Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize MOODLE for course materials.

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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:**Distribution and Submission of Assignments**

To assist students in time management and organizational skills the following policy and practices will be followed by your core professors in your program.

Distribution of Assignments

- Weekly schedules (subject to change) are provided to students at the beginning of the semester, outlining due dates for all assignments for the course.
- All assignments are provided in the form of a detailed outline and explained in class. Detailed outlines of assignments are provided either in hard copy or posted on MOODLE.
- Efforts are made by professors to balance out the workload for the core SSW-NS courses. Each student is responsible for personal time management to monitor upcoming assignments and to plan accordingly.
- When students are absent and miss assignment outlines and explanations, it is the student's responsibility to obtain the assignment from MOODLE or your professor. It is recommended students who miss assignment outlines and explanations also schedule a meeting with the professor outside of class time to seek clarification.
- Make note of any in-class assignments. It might not be possible to make these up if missed, due to the nature of the assignment. If an alternative make-up assignment option is given to replace missed in-class assignments it may not carry the same weight in the grading system due to the nature of the assignment.

Submission of Assignments

- **ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS:** All written assignments are to be submitted on the due date, generally at the beginning of class. Your professor will announce when they will collect the assignment, and after assignments have been collected, any assignment submitted after class are subject to a 1% deduction until midnight of the original due date. For example, if an assignment is worth 10%, the student will earn no more than 9% for that assignment.
- **LATE ASSIGNMENTS:** Once an assignment is considered late the student will consult with the professor to determine whether an assignment will be accepted for marking or whether deductions apply. Each assignment will outline submission criteria and late policy. Due to the nature of each assignment deductions may vary for late submissions. Additionally, some in class assignments or marked assignments already returned to the students may not be accepted. It is the student's responsibility to communicate with the professor when the student misses a submission due date.
- **HARDCOPY AND ELECTRONIC SUBMISSIONS:** All assignments are to be submitted electronically to the professor. Instructions will be provided on MOODLE or on the assignment outline. Please ensure you read and carefully follow the instruction for each assignment. When an assignment outlines require students to submit a hard copy, they must also submit an electronic copy. The assignment will be marked when both formats have been received.

Students are preparing to enter a profession where deadlines are integral to service delivery and advocacy. It is anticipated that students develop a work ethic which encompasses time management skills.

Classroom Courtesy

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the use of these devices is utilized. If the use of cell phones becomes too distracting, students may be asked to leave their phones at the front desk until the end of class.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non-class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivals may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

Students are encouraged to focus and refrain from talking to other students during lectures or presentations.

Participation and 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, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

Course participation and attendance will be evaluated using a standard rubric. This rubric highlights key areas of participation and attendance. Students will be evaluated using this rubric twice throughout the semester. The first evaluation occurs at midterm to alert the student to any areas of improvement and again at the end of the semester. Each evaluation is worth 20 points and the final mark will total 40 points. This mark will be converted to a percentage grade.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

A pattern of absences or lateness may result in academic consequences which may include failure in the course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

LMS/D2L - - MOODLE

Any reference to D2L is the Learning Management System (LMS) used by Sault campus students. MOODLE is the equivalent to the Sault campus D2L and will be used for the Thunder Bay Delivery. For any reference to D2L Thunder Bay students will use MOODLE.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.