

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Groups for Multi-Cultural Practice I

**CODE NO. :** NSW217 **SEMESTER:** Three

**PROGRAM:** Social Services Worker – Native Specialization  
(1218) Oshki-Pimache-O-Win, Thunder Bay Delivery

**AUTHOR:** SSW-NS Faculty: Michelle Proulx

**DATE:** June. '11 **PREVIOUS OUTLINE DATED:**

**APPROVED:** "Angelique Lemay" July 2011

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**CHAIR** **DATE**

**TOTAL CREDITS:** 2

**PREREQUISITE(S):**

**HOURS/WEEK:** 3hrs/ week

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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. 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:**

Theories of Group Work

- Process and Techniques

Types of Groups

- Tasks Groups
- Psycho educational Groups
- Brief Groups

Types of Native Circles

- Sharing Circles
- Teaching Circles

Ethics and Legal Issues

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

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

**V. EVALUATION PROCESS/GRADING SYSTEM:**

<b>Sharing Circle Reflection Response</b>	<b>20%</b>
<b>Chapter Quizzes (4@ 10% each)</b>	<b>40%</b>
<b>Independent 4 Session Portfolio</b>	<b>30%</b>
<b><u>Attendance/Participation</u></b>	<b><u>10%</u></b>

**Total 100%**

**Assignment Description****Sharing Circle Reflection Response:**

After a presentation by a guest speaker each student will submit respond to a series of questions 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.

**Chapter Quizzes:**

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

**Independent 4 Session Portfolio:**

Each student will prepare a 4 session group portfolio, consisting of the elements pertaining to planning and facilitating groups. Students will choose a topic theme based on a specific target audience and prepare a four session group plan. Your group sessions will reflect a psycho-education group.

**Attendance/Participation**

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time
4. Utilizes LMS and email programs to communicate with professor and manage course material

**Rating Scale:**

0: did not meet the expectation

1: minimally met expectation with significant improvement recommended

2: met expectation with improvement recommended

3: satisfactorily met expectation

The following semester grades will be assigned to students:

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

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.

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.

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.

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

**Assignments:**

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor ***prior to the due date*** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 2% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

**VII. COURSE OUTLINE ADDENDUM:**

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