

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: GROUP DYNAMICS II

Code No.: NSA113-5

Semester: 98W

Program: NATIVE COMMUNITY WORKER

Date: January 1998

Previous Outline Date: September 1997

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Dean Date

Total Credits: 5

Prerequisite(s):n/a

Length of Course: semester

Total Credit Hours:

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SAULT GUU t G t uuHARY
SAULT STE. MARIE

PHILOSOPHY/GOALS:

This course is designed to provide the student with the opportunity to develop skills as group leaders and facilitators. The focus of the learning is experiential, integrating the student's personal knowledge and experience with skills and information acquired in the classroom.

During the first three weeks, the student will be given direction in researching, planning and processing a three hour lesson/plan to present to the class. In addition, the student will be required to participate in these group sessions and to contribute feedback to their peers. These sessions further develop communication skills that were identified and discussed in Group Dynamics I.

LEARNING OUTCOMES:

When the student has earned credit for this course, he/she will have reliably demonstrated an ability to:

1. Identify and analyse the process of group interaction.
2. Participate with understanding and in a positive and cooperative manner in the experiential group process.
3. Distinguish between helpful and harmful group behaviours.
4. Summarize and describe variations among adult learners - their experience, their motivation and their learning styles.
5. Develop and implement a group process that is appropriate to adult learners and is based on experiential learning techniques.
6. Investigate and record, through journal writing, personal learnings relevant to the group and to individual experiences, and as they apply to interpersonal communication.
7. Identify types of leaders and related theories of leadership.
8. Assess and evaluate his/her group leadership styles.

TOPICS COVERED/LEARNING ACTIVITIES:

The topics and learning activities will be selected and facilitated by the students. The topics will cover areas appropriate to interpersonal communication and must be consistent with materials and information covered in Group Dynamics I.

WEEK	<u>ACTivriES</u>
Week One	Introductions, assigning presentation dates, identification of topics, application of text
Week Two	Research and preparation for lesson plans
Week Three	Research and preparation for lesson plans
Week Four to Fourteen	Implementation of students lesson plans
Week Fifteen	Presentation of Self-Assessment assignment

EVALUATION METHODS:

	<i>TARGET DATES</i>
Participation	5%
Journal	20% Week of
Lesson Plan	15% Week prior to delivery of lesson plan
Delivery of the Lesson Plan	15% To Be Scheduled
Peer Feedback	15% End of each peer presentation
Mid-Term Exam (Take Home)	20% Week of
Self-Assessment (in class presentation)	10% Week of
TOTAL	100%

Because **ATTENDANCE AND PARTICIPATION** are vital to the group process, you must maintain a 90% attendance record in order to successfully complete this course (ie. 13 out of 15 classes). Participating and support is vital to the success of each students' delivery of a lesson plan.

The **JOURNAL** will be written on a weekly basis. It should reflect the student's personal experience and observations as they relate and apply to class material, activities and discussions.

The **DELIVERY OF THE LESSON PLAN** will include the delivery of a three hour lesson to the Group Dynamics class by each student. Further information on the grading scheme will be handed out by the instructor.

The student will be required to plan and prepare a **LESSON PLAN** that is appropriate to interpersonal communication and areas covered in Group Dynamics I. The plan should include delivery methods that are most appropriate to the topic selected by the student. The instructional methods should include: warm-ups, group discussion, group activities, videos, mini-lectures, role plays, etc. In addition, the student will select a specific date to implement their lesson plan. The plan must be reviewed and approved of by the instructor prior to implementation. Further information on the grading scheme will be handed out by the instructor.

The student will be required to provide **PEER FEEDBACK** for each lesson plan delivered. The evaluations will provide the student with the opportunity to assess and give feedback on the presentation and leadership skills of his/her peers.

The **MID-TERM EXAM** is a take home test and will cover all of the material in the required text. The questions will require short essay responses. A review will be given prior to the exam.

A **SELF-ASSESSMENT** profile will be written and presented by each student. The profile will provide the student with the opportunity to examine the development of his/her leadership skills. Further information about the assignment will be provided by the instructor.

COLLEGE EVALUATION SYSTEM:

Letter grades, for transcript purposes, will be calculated as follows:

90-100%	=	A+
80 - 79 %	=	A
70 - 79 %	=	B
60-69 %	=	C
Less than 60	=	R (Repeat the course)

RECOMMENDED STUDENT RESOURCES:

D.W. Johnson & F.P. Johnson, **Joining Together: Group Theory and Group Skills**. 1997: Allyn and Bacon, Toronto.

Several text books, life skills coaching manuals and other sources for group exercises will be on reserve in library, the Learning Assistance Centre and/or the Native Education Department for the use of the student.

SPECLVL NOTES:

Students with special needs (e.g. physical limitations, visual impairments and learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

ALL assignments are to be handed in on the due date and are to be typewritten with the exception of the journals. Any late assignments will be penalized 2% per day and will not be accepted after a period of five school days.