

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: GROUP DYNAMICS 1

CODE NO. : NSA 103 **SEMESTER:** 00W

PROGRAM: NATIVE COMMUNITY WORKER

AUTHOR: NATIVE EDUCATION DEPARTMENT

DATE: JANUARY **PREVIOUS OUTLINE DATED:** JAN/99
2000

APPROVED:

| | | |
|--|-------------|-------------|
| | _____ | _____ |
| | DEAN | DATE |

TOTAL CREDITS: 4

PREREQUISITE(S): N/A

LENGTH OF COURSE: 16 WEEKS **TOTAL CREDIT HOURS:**

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For additional information, please contact Mary O'Donnell
School of Arts, Liberal Studies and Native Education
(705) 759-2554, Ext. 499

Course Name

Code No.**I. COURSE DESCRIPTION:**

This course provides students with an understanding of how groups may work together effectively and is based on the experiential learning model. Experiential learning, as a concept, is most effective when the members of the group perceive their importance in the group as a participatory member. Throughout the course, students will be given the opportunity to examine how experiential learning relates to Native concepts such as group vs. individual learning styles and teaching circles. Parallel to this learning, the students will be responsible for assigned textbook readings that will enhance their understanding of the importance of communication in our everyday lives. Classroom work will closely relate to the textbook readings and personal insights may be acquired and shared by both the Native and Non-Native students for the benefit of all group members.

The course is designed to provide students with the ability to interact effectively with groups within the workplace, social and learning settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Evaluate the group learning process and its relevance to the need of Native people in a variety of settings.

Potential Elements of the Performance:

- The interpersonal interaction cycle
- The value of interpersonal relationships
- Difficulty in forming relationships
- Learning from others experiences

2. Identify a variety of theories and models as they relate to understanding the dynamics of communication on an interpersonal, intrapersonal and/or group level and explain their relevance to learning, in work and/or social settings.

Potential Elements of the Performance:

- Being open with and to other people
- Self-disclosure
- Self-awareness through feedback from others
- Self-disclosure and self-presentation of interpersonal effectiveness

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3. Identify a variety of experiential methods and approaches, including Native/Non-Native aspects, that may be used to effectively facilitate a group process.

Potential Elements of the Performance:

- What is communication?
- Sending messages effectively
- Theory on listening and responding
- Personal and relationship statements
- Understanding the others perspective
- Improved communication skills

4. Adapt facilitation material to suit the needs of specific groups, with a focus on Native groups, using case studies.

Potential Elements of the Performance:

- Non-verbal communication
- Importance of making your verbal and non-verbal messages congruent
- Examining when feelings are not expressed
- Examining when feelings are expressed
- Perception of another's feelings

5. Define and describe helpful and harmful group behaviour

Potential Elements of the Performance:

- Negotiation
- Conflict strategies
- Effective problem-solving negotiating

6. Identify obstacles that may impede communication between individuals and groups and list strategies to overcome these barriers i.e. – cultural, social, emotional etc.

Potential Elements of the Performance:

- Accepting yourself
- Difficulties with diversity
- Recognizing and valuing diversity
- Gaining sophistication through relationships
- Cooperative context
- Clarifying miscommunication

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7. Investigate and record, through journal writing, personal feelings and observations relevant to group and personal experiences as they apply to intrapersonal, interpersonal and group communication

Potential Elements of the Performance:

- Accurate and concise writing methods
 - Identifying feelings and emotions through journal writing
 - Stating ideas and thoughts through journal writing
8. Identify group leadership styles and their relevance on a personal level

Potential Elements of the Performance:

- Examine and reexamining your own leadership style
- Identify various types of leadership styles

III. TOPICS

The course provides the students to interact and process within an experiential learning environment. Student cooperation and input are essential. Students are reminded about integrating the teachings of the Seven Grandfathers during group sessions. Participation in role playing, values clarification, team building exercises, group discussions, case study analysis and feedback exercises will enable the student to develop skills to complete his/her practicum in Group Dynamics and Practicum II (fourth semester).

1. THE IMPORTANCE OF INTERPERSONAL SKILLS. THE RELATIONSHIP IMPERATIVE.
 - introduction to interpersonal communication
2. SELF-DISCLOSURE
 - what is self-disclosure
 - self-disclosure and self awareness
 - Johari window
3. DEVELOPING AND MAINTAINING TRUST
 - developing interpersonal trust
 - maintaining trust
4. INCREASING YOUR COMMUNICATION SKILLS
 - what is communication?
 - Effective communication

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5. EXPRESSING YOUR FEELINGS VERBALLY
 - saying what you feel
 - recognizing clues
6. EXPRESSING YOUR FEELINGS NON-VERBALLY
 - making your verbal and non-verbal messages congruent
7. HELPFUL LISTENING AND RESPONDING
 - ways of listening and responding
 - listening and responding alternatives
8. RESOLVING INTERPERSONAL CONFLICTS
 - problem-solving strategies
 - conflict strategies
9. ANGER, STRESS AND MANAGING FEELINGS
 - management and support systems
10. BUILDING RELATIONSHIPS WITH DIVERSE OTHERS
 - recognize and valuing diversity
11. BARRIERS TO INTERPERSONAL EFFECTIVENESS
 - understanding barriers

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Reaching Out: Interpersonal Effectiveness and Self Actualization, 6th Edition. Allyn & Bacon. Toronto, D.W. Johnson.

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Code No.**V. EVALUATION PROCESS/GRADING SYSTEM:**

| | | |
|-----------------------------------|--------------------|--|
| 3 Chapter Quizzes | 35% | |
| Test 1 (Chapters 1-4)(10%) | | DUE: Week of Feb.1, 2000 |
| Test 2 (Chapters5-8)(10%) | | DUE: Week of Mar.6, 2000 |
| Test 3 (Chapters 9-11)(15%) | | DUE: Week of Apr. 17, 2000 |
| Response Papers (2 papers) | 30% | |
| Paper 1 (15%) | | DUE: Week of Feb.14, 2000 |
| Paper 2 (15%) | | DUE: Week of April 3, 2000 |
| Self-Evaluation Assignment | 15% | |
| | | DUE: Week of Apr. 10, 2000 |
| Journal Entries | 20% | Mid-term – Week of Feb. 21,2000 Final – Week of Apr. 17, 2000 |
| TOTAL | <u>100%</u> | |

ATTENDANCE AND PARTICIPATION: is vital to the group process. The student must maintain a **90%** attendance record in order to be successful in this class (13 of 15 classes).

CHAPTER QUIZZES are “closed book” and will test material covered in specific chapters of the required text (please ensure that you keep up on the readings!) each test will be comprised of short answer, fill in the blank, matching questions and/or true or false. Prior to each test, a brief review and question period will be conducted by the instructor.

RESPONSE PAPERS will provide the student with the opportunity to assess the relevancy of pre-selected videos based on class discussion and material covered in the text. Further guidelines will be handed out by the instructor early in the course.

The **SELF-EVALUATION ASSIGNMENT** will require the student to portray his/her life in a visual format. The purpose of the assignment is to show how the students has managed/resolved interpersonal conflicts and tensions with others at various stages of their life development. Further guidelines will be provided by the instructor.

JOURNAL ENTRIES will be expected form the students on a weekly basis. The journal will provide the student with the opportunity to reflect and respond to class interactions, to information in the text and to significant personal events as they relate to effective interpersonal communication. Futher guidelines will be provided by the instructor.

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The following semester grades will be assigned to students in postsecondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|---|-------------------------------|
| A+ | 90 - 100% | 4.00 |
| A | 80 - 89% | 3.75 |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| R (Repeat) | 59% or below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field placement or non-graded subject areas. | |
| U | Unsatisfactory achievement in field placement or non-graded subject areas. | |
| X | A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>). | |
| NR | Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades. | |

VI. SPECIAL NOTES:

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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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.

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Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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, as may be decided by the professor. 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.

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.

ALL assignments are to be handed in on the due date and are to be typewritten with the exception of journals. Any late assignments will be penalized **1 mark** each day late.

INSTRUCTOR: Marian Nolan-Vella
759-2554 ext. 758
Office: G1312

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.