SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: SSW Group Practice Skills

CODE NO. : SSW212   **SEMESTER:** 2

PROGRAM: Social Service Worker

AUTHOR: Leanne Murray, MSW, RSW

DATE: Winter 2017   **PREVIOUS OUTLINE DATED:** Winter 2016

APPROVED: 'Angelique Lemay'   June/16

                          _____   _____

                                 DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): SSW101

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

Group work is an essential practice modality of social service work. Students will integrate and apply theoretical and practice models of group work required for professional practice. The course will emphasis experiential learning and skill development in group facilitation, leadership and ability to prepare, plan and implement appropriate group interventions that respect client needs, strengths and goals.

This course addresses some of the elements of performance in the following vocational standards and essential employability skills as outlined by the Ministry of Education and Training:

Vocational Standards:
1. Integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families and communities.
2. Develop and maintain positive working relationships with colleagues, supervisors and community partners.
3. Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.
4. Identify strengths, resources, and challenges of individuals, families, groups and communities to assist them in achieving their goals

Essential Employability Skills:
1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Use a variety of thinking skills to anticipate and solve problems.
3. Locate, select, organize, and document information using appropriate technology and information systems
4. Analyze, evaluate, and apply relevant information from a variety of resources.
5. Show respect for the diverse opinions, values, belief systems and contributions of others
6. Interact with others in groups or teams in ways that contribute to effective working relationships and achievement of goals
7. Take responsibility for ones own actions, decisions, and consequences

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Identify and describe theoretical and practice model of group work.
    Potential Elements of the Performance:
    A) Describe theoretical orientation(s) and evidence-based group work
    B) Define and describe various types of groups
    C) Recognize group practice considerations for specific populations
    D) Familiarize with group preparation, planning, proposal methods and evaluation strategies
    E) Recognize ethical considerations in group work
    F) Apply SSW professional standards of practice in group work

2. Adapt group facilitation skills to the phase/process/stage of group.
    Potential Elements of the Performance:
    A) Accurately label and describe stages of group development and associated characteristics
    B) Recognize and respond appropriately to the group developmental stages
    C) Develop awareness of group dynamics and effective facilitation strategies to address needs of group participants
    D) Ability to understand, assess, and use group techniques and group processes occurring in a group.
    G) Adopt a strengths-orientation approach to group work to foster multi-culturally safe group practice skills
    H) Identify unique skills for working with diverse groups
    I) Monitor, assess and evaluate group process/stage of development
    J) Use a variety of group-building strategies appropriate to the group stage and needs of group members
    K) Use group techniques and strategies in an ethical manner

3. Demonstrate effective group leadership/facilitation skills
    Potential Elements of the Performance:
    A) Engage in self reflection to complete self inventory of strengths and skills relevant to group facilitation
    B) Seek and use support and feedback from professor and peers as related to one's group membership and group facilitation performance and adjust skills accordingly
    C) Actively participate as a "group member" and "group facilitator" and work toward personal/professional enhancement of group work skills
    D) Identify diverse styles of leadership/facilitation
    E) Prepare, deliver and evaluate group session to develop group leadership/facilitation skills
    F) Demonstrate facilitative skills in group such as but not limited to attending skills, use of questions, promoting group structure

and ownership, establishing group goals
4. Maintain effective and positive working relationships with others.
    <u>Potential Elements of the Performance</u>:
    A) Demonstrate behavior reflective of social work values and ethics showing respect for diversity of group membership
    B) Use active/reflective listening/interpersonal communication skills effectively in interactions with classmates/professor
    C) Show ability to collaborate and share group facilitation role use co-facilitation skills learned
    D) Take responsibility for one's own actions and decisions
    E) Understand and work with diversity in groups
    F) Interact with others in manner that contributes to achievement of goals
    G) Competently address challenges and needs groups may encounter
    H) Actively participate in group practice meetings within classroom
5. Communicate effectively in a variety of media.
    <u>Potential Elements of the Performance</u>:
    A) Produce written work in accordance with academic and professional standards
    B) Communicate clearly, accurately and concisely in written and verbal formats in accordance with course expectations
    C) Ensure congruency between verbal and non-verbal communication style
    D) Use a variety of skills to demonstrate critical thinking and problem solving abilities

III. **TOPICS:** (course professor may adjust depending upon student need and attainment of course outcomes/performance elements)

1. Theories and practice models related to group work
2. Developing personal and professional ethical stance in group work
3. Types of Groups
4. Stages of Group Development and associated group dynamics
5. Styles and associated skills of group co-facilitation/leadership

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Prendville, P. (2008). *Developing Facilitation Skills A Handbook for Group*

Facilitators. Retrieved from:

 http://www.combatpoverty.ie/publications/DevelopingFacilitationSkills_200

 8.pdf   (used with permission from Ireland Social Inclusion Division

Department of Social Protection).

Professor may assign additional readings,.

 OPTIONAL:
 Corey, M., Corey, G., & Corey, C. (2014) *Groups Process and Practice* 9th

   Ed. Toronto: Nelson Education Ltd.

V.   EVALUATION PROCESS/GRADING SYSTEM:

Group skill development assignments:
   a) Group Facilitation Skills   20%
   b) Group Facilitation Self- Evaluation   10%
   c) Observation/Fishbowl Report(s)   10%
   d) Group Participation Report(s)   10%
Content Assignments (ie chapter notes,   40%
Quizzes, tests, reflections etc)
Skill Acquisition/Professional Development 10%
& Participation

The professor will provide further instructions in class and post assignment
expectations/grading criteria on LMS.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
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.

College Policy Statement:
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.
SSW Professor Approach:
This professor will explain the student success strategy to students. The professor will request students sign a SSW Program Consent/Authorization to determine permission to release pertinent information to Student Services in order to promote and support student success and retention.

VI.   SPECIAL NOTES:

<u>Attendance:</u>
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. *It is the professor's policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room. Students are welcome to enter the class at the scheduled break times.*

In order to develop knowledge and skills in SSW group work, **the course is highly participatory requiring students to actively engage in the learning process by assuming both a group membership, observation and leadership roles. The course involves experiential learning, lectures, personal reflection and application of group skills learned.** Given this, the following guidelines are expected from all students:

A) Read all assigned material in advance of class and review posted materials on LMS. Be prepared with evidence of review of readings and peer review and 'team quizzes/questions" on the material.
B) Ensure proactive communication with professor regarding course content and regularly (minimum once per week) check LMS course for announcements, lecture notes and email communication.
C) Attend and actively participate in classroom conversations and group work activities in a manner reflective of Sault College Code of Conduct, SSW program and professional standards. Regular and consistent attendance is required to ensure group facilitation skills are developed. The professor reserves the right to implement academic sanctions when attendance rate falls below a 80% rate without substantiated/substantial/advanced notice. These sanctions may include reduction of grade up to 10%, recommended withdrawal from course, recommended removal/failure from the course.
D) As an experiential course, students are to anticipate a safe place to learn, practice and develop personal and professional skills. As such students must be prepared to risk, adapt work to feedback received, challenge one self and be respectful of divergent opinions, learning styles and group stage/process. It is important to note that "safe" is not always comfortable, thus students are encouraged to directly discuss concerns with professor.

E) Complete in class assignments as required. Students who are absent will forfeit the grade assigned unless advanced, substantial and substantial reasons impacted attendance and at professor discretion.

F) Submit all assignments in an accurate and timely manner. Students are expected to become familiar with assignment expectations and the grading criteria indicated by the professor. Late submissions will be handled at the professor discretion ***and late penalties of 10% per day (including weekends) apply.***

G) Team chapter questions/quizzes are to be completed as per the schedule and cannot be rewritten to achieve a higher grade. Students who do not attend class will receive grade of 0 when no advanced notice of substantial reason for absence. Any rescheduling of tests is at the professor discretion and must be arranged in advance of test date.

H) Cell phones and other electronic devices are not allowed in the course.

I) Laptops are permitted for note-taking purposes pertinent to the course.

VII.   COURSE OUTLINE ADDENDUM:

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

Skill Acquisition, Demonstration of skills, Professional Development and Participation:

ALL EXPECTATIONS MET   (10)
- Demonstrates excellent preparation for class: has read/completed assigned material and references this in class
- Arrives to class on time/punctual
- Consistently demonstrates ability to apply group work skills accurately
- Contributes in a very significant way to ongoing discussions, keeps analysis focused
- Responds thoughtfully and respectfully to other students' comments/feedback
- Demonstrates ability to engage in self-reflection, accepts constructive feedback and implements strategies to improve group skills
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development
- Attends scheduled classes and arrives on time
- Demonstrates effective active/reflective listening skills
- Demonstrates and applies non-judgmental attitude that promotes respectful interactions with others
- Demonstrates beginning level skills in group facilitation
- Completes all assignments/expectations in a timely and accurate manner
- Shows ability to provide respectful and constructive feedback to peers

SSW Group Practice Skills   SSW212

MOST EXPECTATIONS MET   (8-9)
- ❑   Demonstrates good preparation for class, knows some of the material
- ❑ Arrives to class on time/punctual
- ❑   Is prepared with questions and insights from course material
- ❑ Demonstrates ability to apply basic group skills/approach
- ❑ Demonstrates beginning level of effective active/reflective listening skills
- ❑ Demonstrates and applies non-judgmental attitude that promotes respectful interactions with others
- ❑ Demonstrates ability to engage in self-reflection, accepts constructive feedback and implements strategies to improve group skills
- ❑ Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- ❑ Shows ability to provide respectful and constructive feedback to peers
- ❑   Takes responsibility for asking questions/seeking clarification
- ❑   Demonstrates consistent involvement in most aspects of course
- ❑ Attends 75% or higher of scheduled classes and arrives on time
- ❑ Consistent completion of requirements/expectations in a timely manner
- ❑   Demonstrates adequate level of self-understanding and commitment to personal and professional development

SOME EXPECTATIONS MET, SOME CONCERNS NOTED (6-7)
- ❑   Demonstrates adequate preparation, knows basic material
- ❑   Appears interested in content of course material
- ❑   Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- ❑   Usually takes responsibility for asking questions/seeking clarification
- ❑   Demonstrates involvement in some aspects of the course
- ❑ Demonstrates group work skills with encouragement and/or struggles to demonstrate these skills effectively/consistently
- ❑ Demonstrates and applies non-judgmental attitude that promotes respectful interactions with others
- ❑ Student applies and models the group work skills at a beginning level, however shows difficulties consistently applying the skills learned in class consistently and accurately
- ❑ Demonstrates some difficulty in self-reflection, acceptance of feedback and difficulties implementing strategies to improve group skills
- ❑ Occasionally disruptive, (involved in side discussions, difficulties staying focused or reading other material during class etc.)
- ❑ Attends the 75% of class as required
- ❑ Attends class on time/punctual

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED (0-5 points)
- ❑   Demonstrates minimal preparation, lack of knowledge of material
- ❑   Body language is not congruent with skills taught. Interferes with learning of self or others, ability to form respectful relationships with others
- ❑   Participates rarely or only when called on
- ❑ Demonstrates significant difficulties applying the group work skills learned
- ❑ Experiences difficulties in applying the interpersonal/communication skills learned

- Shows persistent difficulty in applying skills and/or refuses to practice skills
- Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- Demonstrates minimal involvement in most aspects of the course
- Demonstrates significant difficulty in self-reflection, acceptance of feedback and difficulties implementing strategies to improve group/interpersonal skills
- Demonstrates inability or poor ability to use active/reflective listening skills
- Demonstrates a judgmental attitude and/or conveys values/beliefs inconsistent with the SSW code of ethics/values
- Demonstrates limited ability to apply the skills in paraphrasing, summarizing, effective questions (interpersonal communication skills)
- Is disruptive (frequent side discussions, reading other materials cell phones, during class, etc.)
- Attendance falls below the 75% expectation impacting student demonstration of course related outcomes
- Frequently arrives late or leaves early or engages in above noted behaviours while in class