



## COURSE OUTLINE: CYC0251 - GROUP DYNAMICS II

Prepared: Child and Youth Care Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	CYC0251: GROUP DYNAMICS II
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	22W
<b>Course Description:</b>	This course is designed to build on the skills developed in Group Dynamics I. Opportunities will be provided for the individual student in the CICE Program, with the assistance of a Learning Specialist, to demonstrate and develop skills in group leadership and group programming. The course will focus on children and adolescents and the therapeutic interventions that are possible / feasible in groups. It is the intent that the student acquires a clear understanding of the CYC`s role in terms of this form of therapeutic intervention. Participants need to contribute to the team environment in a manner that reflects an attitude of cooperation and professionalism indicative of ethical standards.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.



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**Books and Required Resources:**

Groups: Process & Practice by Corey, Corey & Corey  
 Publisher: Brooks-Cole/Wadsworth Edition: 10th

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Demonstrate skills that provide leadership and direction to group	1.1 Describe leadership styles in behavioural terms. 1.2 Discuss personal attributes indicative of leadership. 1.3 Demonstrate leadership techniques in a lab setting. 1.4 Obtain personal feedback and determine personal goals reflective of this feedback specific to leadership
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Discuss a representative sample of theoretical approaches to group.	2.1 Describe Client Centred Therapy 2.2 Describe Rational-Emotive Therapy 2.3 Describe Behaviour Therapy 2.4 Describe Psychoanalytic Therapy
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Design and implement strategies that enhance psycho-social development in children, youth and relevant others.	3.1 Select and discuss group activities that are appropriate to specific issues. 3.2 Prepare materials appropriate to the activity. 3.3 Conduct the activity within the group setting. 3.4 Obtain feedback and evaluate the activity. 3.5 Prepare a typed comprehensive description of the activity according to the prescribed format.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Employ effective intervention strategies which meet the needs and goals of children and youth.	4.1 Select a theme for the group program. 4.2 Determine the appropriate number of sessions to accomplish the goal of the program. 4.3 Develop an outline of each of the sessions with objectives and format clearly specified.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Demonstrate strategies appropriate in dealing with problematic behaviours in group.	5.1 Describe behaviours and situations that are at issue in effective group performance. 5.2 Discuss causal factors underscoring this behaviour. 5.3 Identify and describe actions/interventions conducive to remediation of these issues.
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Identify and use professional development resources and activities that promote professional growth.	6.1 Actively participate in the experiential learning process. 6.2 Participate in small group tasks as required. 6.3 Determine through self-assessment and collaboration with others, current skills

**Evaluation Process and****Evaluation Type****Evaluation Weight**

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**Grading System:**

Assignments	50%
Professional Skill Development	20%
Tests	30%

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format

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2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:** December 14, 2021

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.

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