

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Group Dynamics & Practicum

**CODE NO. :** NSA113                      **SEMESTER:** 3

**PROGRAM:** Native Community Worker

**AUTHOR:** Native Education Department

**DATE:** Sept./01              **PREVIOUS OUTLINE DATED:** Sept./00

**APPROVED:**

	_____	_____
	<b>DEAN</b>	<b>DATE</b>

**TOTAL CREDITS:** 5

**PREREQUISITE(S):** NSA103

**HOURS/WEEK:** 16 Weeks

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*For additional information, please contact Judi Maundrell, Dean  
School of Health and Human Services  
(705) 759-2554, Ext. 603/689*

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Course Name

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

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 1.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. Analyze and identify the process of group interaction.

Potential Elements of the Performance:

- Integrate knowledge of groups' dynamics with specific importance of individual differences.

2. Participate with understanding and in a positive cooperative manner in the experiential group process.

Potential Elements of the Performance:

- Compare and contrast the different group leadership styles.

3. Distinguish between helpful and harmful group behaviour.

Potential Elements of the Performance:

- Apply and demonstrate various group interactions.

4. Summarize and describe variations among adult learners.

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Course Name

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Code No.Potential Elements of the Performance:

- Examine their experiences, their motivations and their learning styles.
5. Develop and implement a group process that is appropriate to adult learners and is based on experiential learning techniques.

Potential Elements of the Performance:

- Independently research and develop lesson plan.
6. Investigate and record, through journal writing various elements of interpersonal communication.

Potential Elements of the Performance:

- Personal leanings relevant to the group and to individual experiences and as they apply to communication styles.
7. Identify types of leaders and relate theories of leadership.

Potential Elements of the Performance

- Examine and integrate individuality of diverse leadership styles.
8. Assess, evaluate, develop and adopt his/her group leadership styles.

Potential Elements of the Performance

- Self-evaluate leadership style as they relate to the diverse groups values and belief systems.

**III. TOPICS:**

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 material and information covered in Group Dynamics 1.

1. Introductions, assigning presentation dates, identification of topics, application of Group Dynamics 1 text material.

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Course Name

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Code No.

2. Research and preparation for lesson plans.
3. Research and preparation for lesson plans.
4. Implementation of students lesson plans.  
to  
15.
16. Presentation of Self-Assessment Assignment.

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

Recommended: Several text books, Life Skills Coaching Manuals and other sources for group exercises will be available in the library, the Learning Assistance Centre and/or the Native Education Department for the use of the students.

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

Participation	10%
Journal X 2	20%

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Course Name

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Code No.

Lesson Plan	15%
Delivery of the Lesson Plan	25%
Analysis	10%
Peer Feedback	10%
Self-Assessment	10% Final Week of Classes

**ATTENDANCE AND PARTICIPATION** are vital to the group process; you must maintain a 90% attendance record in order to successfully complete this course (i.e. 13 of 15 classes). Participating and supporting is vital to the success of each student's delivery of the lesson plan. ( Each student must deliver a lesson plan to obtain a passing grade)

The **Journals** will be written on a weekly basis. It should reflect the student's personal experience and observation 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. The instructor will hand out further information on the grading scheme.

The student will be required to plan and prepare a **Lesson Plan** that is appropriate to interpersonal communication and areas covered in Group Dynamics 1. The plan should include delivery methods that are most appropriate to the topic selected by the student. The instructional methods must include warm-up, group discussion, group activities, 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. The instructor will hand out further information on the grading scheme.

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

A **Self-Assessment profile** will be written and presented by each student. The profile will provide the student with opportunity to examine the development of his/her leadership skills. The instructor will hand out further about the assignment.

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

Grade Point

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 Course Name

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 Code No.

<u>Grade</u>	<u>Definition</u>	<u>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 &amp; 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 not been possible 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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Course Name

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Code No.

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/program, as may be decided by the professor/dean. 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.

Course outline amendments:

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.

*<include any other special notes appropriate to your course>*

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**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.