

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Groups for Multi-Cultural Practice II

CODE NO. : NSW227 **SEMESTER:** Four

PROGRAM: Social Service Worker-Native Specialization
(1218) Oshki-Pimache-O-Win, Thunder Bay Delivery

AUTHOR: SSW-NS Faculty: Michelle Proulx

DATE: June. '11 **PREVIOUS OUTLINE DATED:**

APPROVED: "Angelique Lemay" July, 2011

CHAIR **DATE**

TOTAL CREDITS: 2

PREREQUISITE(S): NSW217

HOURS/WEEK: 15 weeks

Copyright ©2011 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

The field of social work focuses on the person in the environment. Social Services Workers will consistently use skills related to group dynamics in their work with clients, colleagues and communities. This course will cover the various types of groups and techniques necessary to work effectively with groups. The unique considerations for work with multicultural groups will be addressed. Students will gain an understanding of the differences between the concepts of professional groups and circles.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

- 1. Coordinate a variety of groups/circles to address identified needs, including but not limited to groups/circles, which promote teaching, sharing talking and healing.**

Potential Elements of the Performance:

- Participate and run group/circle
- Be familiar with the aspects of forming groups
- Discern between and facilitate the different stages of a group

- 2. Demonstrate an ability to utilize various group techniques and process accurate observations of group dynamics.**

Potential Elements of the Performance:

- Demonstrate the role of a group leader
- Communicate the role of group members
- Address the challenges groups may encounter
- Identify the evolution of group
- Apply ethical and legal requirements for working in groups

- 3. Develop skills and knowledge base of group practice with diverse populations in consideration of unique characteristics and needs.**

Potential Elements of the Performance:

- Adopt a commitment to multicultural competence in group facilitation
- Understand the implications of diversity within a group
- Identify unique skills for working with diverse groups

III. TOPICS:

Multicultural Competent Group Work

- Self Awareness

Stages of Groups

Group Facilitation Skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Corey, M., & Corey, G. (2010) *Process and Practice: Groups* (8th Ed.) Thompson; Brooks/Cole

V. EVALUATION PROCESS/GRADING SYSTEM:**Observations / Reflection Papers****One of each required roles:**

- **Group Participant** 10%
- **Group Facilitator & Peer Feedback Reflection...**10%
- **Fishbowl Member**..... 5%

Group Facilitation/Evaluation

- **Group Session Co-facilitation** 20%
- **Peer Evaluations** 5%

Chapter Quizzes (4@ 10% each) **40%**

Attendance/Participation **10%**

Total 100%

Assignment Description**Observation/Reflection Papers:**

Students will be required to submit a total of 3 papers worth a total of 25%. Each paper will be reflective of the student's role during the in-class group sessions as follows:

- 1) a group member participant,
- 2) a fishbowl member (observer outside of the group)
- 3) a facilitator, and upon reviewing and peer feedback.

The instructor will provide further detailed requirements for each reflection paper.

Group Co-Facilitation/Evaluation:*Co-Group Facilitation:*

Each student will be required to co-facilitate one in class session. Marks will be based on the facilitators' ability to reflect the topic and activities related to the respective stage of the group. A small portion of the mark will relate to the individual's ability to clearly articulate during facilitation. Each facilitator must demonstrate an equal lead in the session.

The theme and group process will focus on the realities, challenges and rewards of being a second year student in a social services worker program. Individual session topics will be provided at the beginning of the semester. Each co-facilitator will meet prior to the group session and plan how the information will be delivered.

Written Peer Evaluation: (1% / peer evaluation for a total of 5%)

Each student will complete an objective peer evaluation for a total of five separate group sessions. The evaluation will cover observations of the group process and evaluation of the co-facilitator utilization of techniques and theory.

Chapter Quizzes:

After specified chapters, students will respond to a series of multiple choice and short answer questions specific to the specified chapters.

Attendance/Participation

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time
4. Utilizes Moodle and email programs to communicate with professor and manage course material

Rating Scale:

0: did not meet the expectation

1: minimally met expectation with significant improvement recommended

2: met expectation with improvement recommended

3: satisfactorily met expectation

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
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.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

VI. SPECIAL NOTES:**Attendance:**

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.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

A pattern of absences or lateness may result in academic consequences which may include failure in course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

Assignments:

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor ***prior to the due date*** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment. Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 2% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

VII. COURSE OUTLINE ADDENDUM:

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