



## 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 CICE student, with the assistance of a Learning Specialist, will acquire and demonstrate the following at a basic level:

### 1. **Formulate an understanding and theoretical foundation of group work.**

#### Potential Elements of the Performance:

- Distinguish between group process and group techniques.
- Connect theory to group work process
- Differentiate between the different stages of a group

### 2. **Distinguish between the various types of formal and informal groups.**

#### Potential Elements of the Performance:

- Identify the various types of groups
- Characterize the nature and use of different types Native Circles
- Apply the theory and concepts of group process to specific groups

### 3. **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 initiate the different stages of a group

4. **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

5. **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 multicultural competence to group facilitation
- Understand the implications of diversity within a group
- Identify unique skills for working with diverse groups

**III. TOPICS:**

1. Theories of Group Work
  - Process and Techniques
2. Types of Groups
  - Tasks Groups
  - Psycho educational Groups
  - Counselling Groups
  - Brief Groups
3. Types of Native Circles
  - Healing circles
  - Talking circles
  - Sharing Circles
  - Teaching Circles
4. Ethics and Legal Issues
  - Consent
  - Involuntary Members
  - Confidentiality
  - Values of the Leader
5. Stages of Groups
  - Forming a Group
  - Initial Stage
  - Transitions
  - Working Stage
  - Ending Stage

6. Developing Multicultural Competencies
  - Multicultural Awareness
  - Self Awareness
  - Understanding Diversity and meeting the needs of a diverse group/population
7. Group Leadership Skills
  - Skills of a Group Leader
  - Dealing with Resistance
  - Things to Avoid doing

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

Corey, M., & Corey, G. (2006) *Process and Practice: Groups* (7<sup>th</sup> Ed.)  
Thompson; Brooks/Cole, (ISBN: 0-534-60795-0)

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

Description	Worth	Due
<b>Journals</b> <b>Three participation levels based on experience &amp; observation:</b> <ul style="list-style-type: none"> <li>• Journal Group Participant (format supplied)</li> <li>• Journal Group Co-Facilitator (format supplied)</li> <li>• Fishbowl Participant (format supplied)</li> </ul>	10% 10% 10%	1 week after completion of group participation level
<b>Group Facilitation/Evaluation</b> <ul style="list-style-type: none"> <li>• Group Co-Facilitation – co-facilitate one small group in class</li> </ul>	20%	To be assigned to students throughout the semester
<ul style="list-style-type: none"> <li>• <u>Five</u> Written Peer Evaluations (1% per evaluation)</li> </ul>	5%	1 week following peer evaluation

<b>Talking Circle Participation and Guest Speaker Paper</b>		(October)
<ul style="list-style-type: none"> <li>• <b>Participation in a Talking Circle</b> – outside of regular classroom time</li> <li>• <b>Paper on Guest Speaker</b> – 2 page paper about experience as a participant in a talking circle. Emphasis on the different types of circles discussed by the guest speaker</li> </ul>	10% 15%	1 week after guest Speaker's presentation
<b>Paper on Panel Guest Speakers</b> – 2 page paper on the similarities of experience each group facilitator shared	20%	(November) 1 week after guest Speaker's presentation
<b>Total</b>	<u>100%</u>	

### **EVALUATION:**

**Journals:** Students will be required to submit a total of 3 journals. Each journal will be worth 10% for a total of 30%. The journals will be written in respect to the student's role in the group (participant, facilitator, and fishbowl). The instructor will provide further requirements for journal entries. Each facilitator will be required to reflect on a challenge that was presented during group and discuss how he feels this challenge could be addressed.

**Group Participation/ Facilitation:** Each student will be required to co-facilitate one small group in class. Students will sign up to co-facilitate a group. Each group will be determined by a specific stage of a group as assigned at the beginning of the semester. A challenge will be presented, as covered in the course material. The group facilitators will not know which challenge has been presented. The themes and group process will focus on the realities, challenges and rewards of being a second year SSW-N student.

**Written Peer Evaluation:** (1% / peer evaluation) Each student will write an objective evaluation for a total of five groups observed. The evaluation will cover observations of the group process and evaluation of the co-facilitator in utilizing techniques and theories.

**Talking Circle Participation and Paper on Guest Speaker:** Students will be required to attend one talking circle before the end of the semester. The student will locate and attend a talking circle scheduled outside of regular class time. With assistance from a Learning Specialist, the student will prepare a 2-3 page paper about his experience as a participant in a talking circle with emphasis on the different types of circles discussed by the guest speaker.

**Paper on Panel Guest Speakers:** A panel of guest speakers will present their experiences in facilitating groups. The presenters will represent a diverse perspective in the content, audience and process of group facilitation. With the assistance of a Learning Specialist, the student will prepare a 2 page paper on the similarities each group facilitator shared. The student is also required to describe the significance of diversity of groups. The paper will be supported by material from the textbook along with at least one scholarly journal article pertaining to groups.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.	

**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.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

**Attendance:** Significant learning takes place in the classroom through an interactive learning approach; therefore, all students who miss more than **three** scheduled classes will receive an F in this course.

All assignments are to be handed in on the due date and are to typewritten. Any late assignments will be penalized 1% for each day late and will be accepted up to a maximum of 5 days late.

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 E1101 or call Extension 703 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.

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.

The instructor must be notified of absence prior to scheduled test time in order to be eligible to write the test at a later date. Students who do not call in prior to a scheduled test will receive a mark of ZERO. Students who miss a test must make re-scheduling arrangements directly and immediately with the instructor upon return.

**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.

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

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**A. 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.

**B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.*****The Integrative Educational Assistant 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.

**C. 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 Integrative Educational Assistant may:***

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

**D. Evaluation:**

Is reflective of modified learning outcomes.