

I. COURSE DESCRIPTION:

This course is designed to examine current research and theory leading to an understanding of group roles and group function. Various group techniques and approaches will be explored in an experiential context to enable the CICE student to develop basic entry-level skills pertinent to working effectively with groups. An emphasis placed on the individual within group will encourage the participant to examine his/her own personal traits and skills in order to develop and implement a strategy to enhance these in the professional context.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

Learning outcomes and elements of performance are reflective of the criteria stated in

Child and Youth Worker Program Standards: CSAC.

Upon successful completion of this course the CICE student, with the assistance of a Learning Specialist, will develop the basic ability to:

1. Discuss factors leading to understanding relationships among individuals and society.

Potential Elements of the Performance:

- a. discuss the relationships of social organization and institutions and of ongoing issues between individuals and societies.
 - b. discuss group concepts as factors influencing relationship development and maintenance.
2. ***Assist within*** therapeutic environments which respect culture and promote overall well-being.

Potential Elements of the Performance:

- a. ***assist with*** the assessment in collaboration with relevant others, the cultural, developmental and social needs of individuals and groups in the context of the helping relationship.
- b. ***assist with*** the implementation of selected strategies based on and reflective of sound group concepts, to foster and utilize therapeutic environments.
- c. ***assist with*** the evaluation of the results of implemented strategies and make necessary adaptations which facilitate positive change.
- d. ***assist with*** the utilization of therapeutic environments to maximize learning and growth for children and youth.

3. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the Performance:

- a. maintain professional boundaries.
 - b. establish reasonable and realistic personal goals for one's self leading to enhanced work performance.
 - c. access and utilize appropriate resources and self-care strategies to enhance personal growth.
 - d. act in accordance with ethical and professional standards.
4. Communicate effectively in oral, written, and non-verbal forms to enhance the quality of service.

Potential Elements of the Performance:

- a. plan and organize the communication according to the identified need.
- b. select and use forms of communication required by the situation and context.
- c. communicate clearly, concisely and accurately, appropriate to the receiver, the setting and the identified goals.
- d. evaluate the results of the communication and adjust in order to facilitate effective communication.
5. Gain greater self-awareness, intellectual growth, well-being and understanding of others.

Potential Elements of the Performance

- a. consider one's expectations and values and analyze their impact on personal goals and relationships.
- b. describe the application of an understanding of the individual and human development to personal life and relationships.
- c. achieve a greater understanding of oneself as a learner and articulate one's own learning style.
- d. integrate the concept of well-being into one's life-style.

III. TOPICS:

1. The Ethics of Group Work
2. The Role of the Group Counsellor
3. Stages and Issues in Group Development
4. Leadership.
5. Communication Skills and Networks.
6. Decision Making.
7. Controversy, Conflicts, Power.
8. Teamwork
9. Leading Specific Groups

Topic areas are not necessarily limited to the aforementioned. Additional areas will be covered as the need arises and time permits.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Corey, M. and Corey G. (2006). *Groups: Process and practice* (7th ed.). Pacific Grove, CA: Brooks-Cole/Wadsworth.

HSC202 Group Dynamics 1 will focus primarily on chapters 1-8 inclusive. The balance of the text material will be covered in CCW224 Group Dynamics 2.

V. LEARNING ACTIVITIES:

Readings and research
Lecture
Discussion
Interactive Group Simulations
Quizzes and assignments

Learning in the experiential format will play a significant role leading to the realization of the objectives of this course. As is inherent in the experiential process the student is prepared for the learning by having completed assigned readings and tasks as assigned in preparation for the experiential components of the course.

Participant is to:

1. Maintain attendance at a level reflective of a professional commitment to the Child and Youth Worker focus and the course.

Attendance and participation are essential to the experiential learning format. In order to develop group skills the CICE student will need to actively participate in all aspects of group class sessions.

2. Complete all required readings as preparation for sessions.
3. Participate actively and fully in class/group discussion.
4. Conduct a group leadership activity.
5. Complete a term paper that identifies personal goal areas and strategies useful in the attainment of those goals.
6. To complete three tests on material presented.

Knowledge of theory and the concepts inherent in the study of group dynamics are components leading to the successful completion of this course. The quizzes will focus primarily on the concept areas as described in the text and processed

in the classroom. Study questions are available for all chapters and can be located on the appropriate data file. **There are no alternate quiz dates or rewrites.**

VI. EVALUATION PROCESS/GRADING SYSTEM:

a) Attendance and Participation	30%
b) Term Paper	10%
c) Group Leadership Activity	15%
d) Quiz 1	15%
Quiz 2	15%
Quiz 3	15%
	100%

Group Dynamics HSC202 will focus primarily on the Chapters 1 to 8 inclusive. The balance of the text will be covered in Group Dynamics 2 CYW230

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

VII. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), visit the Special Needs Office - room E1101 or call Extension 2703 as soon as possible so that support services can be arranged for you. Subsequently, you are encouraged to discuss required accommodations with your professor. All course objectives need to be met.

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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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.

Students may submit written material through email. All criteria apply. It is the student's responsibility to ascertain that the email has been received by the professor and that it is 'printable'.

Email: mike.mcfarling@saultcollege.ca

Student is required to submit a "hard copy" in the next class session.

VIII. 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 where available.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) will be required to provide a transcript and course outline related to the course in question, the co-coordinator or designate will then review the request and determine if the course meets the criteria for transfer of credit.

Attendance/Participation Grading Criteria**CYW204 September 2007 Attendance/Participation 30%**

Note: The nature of Group Dynamics class is that it is largely experiential. For attendance points to be earned the student needs to be in attendance for the entire class session. Lateness and early leaving has a very detrimental effect on the group process.

Attendance Grade

Determined by: the total number of classroom hours and the number that the student attended - then calculating the grade proportionately out of 15 percentage points.

Participation Grade:

0.....1.....2.....3.....4.....5

Rating will be multiplied by 3

- 0:** Poor participation (i.e. usually inattentive or uninvolved; frequent off-task behaviours; negativity or lack of positive contributions)
- 1:** Minimal participation (i.e. often inattentive or uninvolved; often off-task, minimal contributions to class)
- 2:** Fair participation (reasonably attentive and involved, reasonably on-task, demonstrated attempts to make class contributions.)
- 3:** Moderate participation (good attention and involvement, usually on-task, good efforts to contribute)
- 4:** Strong participation (almost always attentive and involved, strong ability to stay on-task, makes consistent positive contributions)
- 5:** Excellent (classroom leader, keeps self and others on involved and on task, makes excellent contributions)

The overall grade for attendance and participation is simply the total of the two components.

Group Dynamics Term Paper**CYW204 September 2007 Term Paper 10%**

The purpose of the term paper is to assist the participant in the consolidation of group theory and practice from a personal perspective.

CICE students are to examine from a developmental perspective, their **own behaviour** relative to group. The participant is to identify **two core areas** from those covered in the course i.e. cooperation, problem solving etc. A detailed discussion of each with a view to identifying the entry state, the future state desired and the strategies available to achieve that state is required.

* Please note that in you need to make specific reference to yourself and your own behaviour. Discussing the experience from a group only perspective will not meet the requirements of this assignment.

The term paper is to be a minimum of **two typewritten pages double-spaced**. It of course must be in the appropriate professional format.

The title page must clearly indicate the course and student name along with the date.

References must be properly documented.

You are required to print two copies of any documents submitted. One copy will be evaluated by the professor; the duplicate is for your files.

- **Grading criteria for term paper follows.**

Notes:

Group Dynamics Term Paper Evaluation Criteria**1. Professional appearance of the paper:**

- a. typed, standard white paper
- b. cover page
- c. appropriate margins etc.
- d. headings
- e. grammatically sound
- f. references documented appropriately

/4points**2. Content: Minimum of 2 goal areas addressed appropriately.**

Each area:

- a. concept defined
- b. constructive self-critique
- c. strategy to manage issue in future
- d. rationale to support strategy choice
- e. behavioural indicators

/16points

Please be advised that there is no extension on the due date of this paper. In order to be evaluated papers must be received on time.

Notes:

Group Leadership Activity

CYW204 September 2006 Leadership Activity 15%

Each course participant is required to select and lead an activity with the group. In that there is a maximum time limit of 40 minutes for the individual leadership experiences the activities themselves may be classed as “warm-up” activities. The CICE student is required to submit a brief outline of the activity presented and an evaluation of their leadership attempt. As is evident from the grading form (attached) there are criteria that need to be met. These will be discussed at the start of the course.

Format for Written Component of Group Leadership Activity

The following is the standard format that must be followed in the written submission. This must be handed to the professor at the start of the presentation. A one page printout of power point (6slides on page) must accompany the written submission.

Title:

Objective:

Materials:

Time Required:

Group Size

Process:

Variations Possible:

Notes/Tips:

Documentation:

PowerPoint Presentation

PowerPoint presentation is to serve as a **review** of the exercise. It is limited to 6 slides therefore one needs to be judicious in the selection of material. Keep the presentation straightforward and avoid embellishments.

Note:

Under no circumstances is it acceptable to be drinking coffee and/or other beverages or eating during these sessions whether presenting or participating. Ample break time is available during the day for this.

Cell phones of course will be turned off during class times.

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. 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 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.

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 Learning Specialist 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.