

Professor: Melanie Jones
Phone: (705) 759-2554 ext. 2548
Office: E3213
Email: melanie.jones@saultcollege.ca

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 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 with fostering and utilizing 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 be aware of 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.

Group Dynamics 1 will focus primarily on chapters 1-8 inclusive. The balance of the text material will be covered in 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 CICE 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 field 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 LMS 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%
	<hr/>
	100%

Group Dynamics will focus primarily on the Chapters 1 to 8 inclusive. The balance of the text (4 chapters) will be covered in Group Dynamics 2

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.

VII. SPECIAL NOTES:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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 Student Code of Conduct. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

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:

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

Attendance/Participation Grading Criteria**CYW204 September 2009 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:

5.....10.....15

- 5:** Minimal participation (i.e. often inattentive or uninvolved; often off-task, minimal contributions to class)
- 10:** Moderate participation (good attention and involvement, usually on-task, good efforts to contribute)
- 15:** Strong participation (almost always attentive and involved, strong ability to stay on-task, makes consistent positive contributions)

****Note:** Some students may fall in between the above criteria and will be given a grade accordingly.

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

Group Dynamics Term Paper
Due: November 25, 2009

CYW204 September 2009 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 the list provided in class. 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 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 **2-4 (maximum of six), typewritten pages double-spaced**. It of course must be in APA 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

/4 points:**2. Content: 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**Total /20 = /10%**

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 2009 Leadership Activity 15%

Each course participant is required to select and lead an activity with the group. In that there is a time limit of 20 - 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 (6 slides on page) must accompany the written submission.

Title:

Objective:

Materials:

Time Required:

Group Size

Process:

Variations Possible:

Notes/Tips:

Documentation:

PowerPoint Presentation (photo copy -6 slides per page).

PowerPoint presentation is to serve as a **review** of the exercise and as such will be presented "post 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 all 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.