

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

**COURSE OUTLINE**

**Course Title:** GROUP DYNAMICS I  
**Code No.** HSC 202-3  
**Program:** **CHILD AND YOUTH WORKER**  
**Semester:** THREE  
**Date:** SEPTEMBER 1997 Previous date: SEPTEMBER 1996  
**Author:** MICHAEL MCFARLING, MA., CCW.

APPROVED:

  
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and Teacher Education

  
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**Instructor: Mike McFarling**  
**Office: Room 3212**

**Phone: 759-2554, Ext. 549**

**TOTAL CREDIT HOURS: 45**

**PREREQUISITE: Introduction to Human Relations (HSC 103-3)**

### **PHILOSOPHY/GOALS**

This course is designed to study 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 student to develop the skills necessary to begin working effectively with groups. An emphasis placed on the individual within group will encourage the student to examine his/her own personal traits and skills in order to best maximize these in the work in groups.

### **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course the student will;

**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. Foster and utilize therapeutic environments which respect culture and which promote overall well-being.**

**Potential Elements of the Performance:**

- a. Assess in collaboration with relevant others , the cultural, developmental and social needs of individuals and groups in the context of the helping relationship.
- b. Plan and implement selected strategies based on sound group theoretical concepts, to foster and utilize therapeutic environments.
- c. Evaluate the results of implemented strategies and make necessary adaptations which facilitate positive change.
- d. Utilize therapeutic environments to maximize learning and growth for children and youths.

- 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 oneself to enhance 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.

**TOPICS TO BE COVERED**

1. Code of Ethical Behavior
2. Research in Group Dynamics
3. Goal Structures in Group.
4. Leadership.
5. Communication Skills and Networks.
6. Decision Making.
7. Controversy; Conflicts; Power.
8. Teamwork in the Therapeutic Relationship.

Topic areas are not necessarily limited to the aforementioned . Additional areas of interest will be covered as time permits.

**REQUIRED RESOURCES/TEXTS/MATERIALS:**

Johnson,D. W. and Johnson,F. P.(1994). Joining together: Group theory and group skills. New Jersey: Prentice Hall, Inc. Fifth Edition.

**LEARNING ACTIVITIES**

Readings and research  
Lecture  
Discussion  
Small group presentation  
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 needs to be prepared for the learning by having completed assigned readings and tasks as preparation for the experiential components of the course.

In that guided experience is a significant aspect of learning group skills, we will use an open forum format to address issues pertinent to the individual as he/she relates to group. In that regard attendance and participation are key to the success of this learning.

**COURSE REQUIREMENTS**

Participant is to:

1. Maintain attendance at a level reflective of a professional commitment to the program.

Attendance and participation are essential to the experiential learning format. In order to develop group skills the 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. Maintain a weekly journal of self/group relations. Journal entries to reflect goals for subsequent weeks.

A journal is a personal collection of writings that have value for the writer. A further reference and description of the purpose of the journal is to be found in the text (Johnson pg.37).

5. Complete a paper based in part on journal entries that identifies major goal areas and strategies useful in the attainment of those goals.

The preparation of the paper is the means through which the participant is required to examine group functions and to document skill development that has occurred. It is intended to identify the means through which individual goals may be reached in the future.

\*see attachment for format

6. In that time will be made available to process group issues, participants will evaluate self and peers relative to the effective use of this open forum.

\*see attachment for format.

7. 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 tests will focus primarily on the concept areas as described in the text.

**GRADING**

a) Attendance and Participation	30%
b) Journal and Term Paper	20%
c) Open forum	5%
e) Test 1	15%
Test 2	15%
Test 3	15%
	100%

**GRADING POLICY**

90 - 100%	=	A +
80 - 89%	=	A
70 - 79%	=	B
60 - 69%	=	C
Below 60	=	R (Repeat Course)

**SPECIAL NOTE:**

**Special Needs**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor and/or the Special Needs Office, Room E1204, Ext. 493, 717, 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 post secondary institutions.

Your instructor assumes responsibility to modify the course based on the needs of the student group. The student will be advised of any significant modifications in writing.

**Substitute course information** is available at the Registrar's Office.

**Prior Learning Assessment**

Students who wish to apply for advanced credit in the course need to consult with the instructor. Credit for prior learning will be determined following this meeting.