

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Group Dynamics 1  
**CODE NO. :** HSC2020 **SEMESTER:** 3  
**PROGRAM:** Child and Youth Worker  
**AUTHOR:** Michael McFarling, MA. Ed., CCW, CYC (Cert.).  
**DATE:** Sept/2002 **PREVIOUS OUTLINE DATED:** Sept/2001  
**APPROVED:**

\_\_\_\_\_  
DEAN

\_\_\_\_\_  
DATE

**TOTAL CREDITS:** 3  
**PREREQUISITE(S):** HSC1030  
**HOURS/WEEK:** 3

*Copyright © 2002 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 Judi Maundrell, Dean  
School of Health and Human Services  
(705) 759-2554, Ext. 690

Professor: Michael McFarling  
Phone: 759-2554, Ext. 549  
Office: Room 3201  
Email: [mike.mcfarling@saultc.on.ca](mailto:mike.mcfarling@saultc.on.ca)  
Fax: 705 759-3884

**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 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 Standard: CSAC 1996.

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 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 and reflective of sound group 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 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. (2002), **Groups: process and practice. (6<sup>th</sup> edition)**, Pacific Grove, Brooks/Cole

**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.

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.

*Participant is to:*

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

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 weekly notations, in “journal format” of self/group relations. Notation entries are to reflect goals for subsequent weeks.  
In that a journal is a personal collection of writings that have value for the writer the format of the piece is variable. It does however have contain reflections on group on a weekly basis.
5. Complete a paper based in part on journal entries that identify 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 and/or note barriers to goal attainment in-group. It is intended to identify the means through which individual goals may be reached in the future.

\*See addendum “A’

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 tests will focus primarily on the concept areas as described in the text and processed in the classroom.

**VI. EVALUATION PROCESS/GRADING SYSTEM:**

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

**All test and due dates will be announced in the first class session.**

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

**VII. SPECIAL NOTES:**

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 E1204 or call Extension 493, 717, or 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 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.

***E Mail***

Students may submit written material through this avenue. All criteria apply.  
Email: mike.mcfarling@saultc.on.ca

**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.

**IX. 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.

## Addendum A

### Term Paper and Journal

#### Journal

Again the purpose of the journal is to build an information base of fact and inference from which to draw conclusions about one's self relative to the other members of the group.

Although the usual process is to make entries on a daily basis (hence the name journal), it is essential that entries be made on at least a weekly basis. You may however elect to do daily entries. In either case you may describe the learning in situations involving the core group including those interactions outside of 'group class'.

**Journal entries are generally not typed nor do they need to be.**

#### Term Paper

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

Students are to examine from a developmental perspective, their **own behaviour** relative to group. The participant is to identify at least 4 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 both of these pieces you need to make specific reference to yourself and your own behaviour.

The term paper is to be a minimum of **three (3)-typewritten pages single-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.

**Note: late papers will not be accepted for evaluation.**

\* **Grading criteria for term papers will be distributed at first class session.**