



**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 Standards: CSAC.

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. (2010). *Groups: Process and practice* (8<sup>th</sup> 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. EVALUATION PROCESS/GRADING SYSTEM:**

a) Skill Practice and Demonstration	20%
b) Attendance	10%
b) Term Paper	15%
c) Group Leadership Activity	15%
d) Quizzes	40%
	100%

\*\*\* Please note: any assignments handed in late, will loose one percentage, per day that it is late.

The following semester grades will be assigned to students:

<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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

#### **VI. SPECIAL NOTES:**

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'.**

#### **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

## **Skill Practice/Participation and Attendance**

**CYW204**

**Total = 30%**

**Note:** The nature of Group Dynamics class is that it is largely experiential. For marks in this area, the student needs to be in attendance for the entire class session. Non-attending, lateness and leaving early have a very detrimental effect on the group process.

### **Attendance Grade = 10%**

Determined by: the total number of classroom hours and the number that the student attended - then calculating the grade proportionately out of 10 percentage points.

### **Skill Practice and Participation Grade: = 20%**

For each week in the semester, the student will receive a grade as per the following. The final will then be totalled and calculated proportionately out of 20 percentage points.

- 0:** Student was not in class to demonstrate skill
- 1:** Minimal practice and involvement (i.e. inattentive or uninvolved; often off-task, minimal support to peers, limited leadership skills attempted, minimal contributions to class)
- 1.5:** Moderate practice and involvement (good attention and involvement, usually on-task, good attempts at leadership skills, some peer support shown, good efforts to contribute)
- 2:** Strong practice and involvement (almost always attentive and involved, strong ability to stay on-task, supports peers, displays strong leadership skills, makes consistent positive contributions)

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

## Group Dynamics Term Paper

CYW204

Term Paper 15%

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 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 **two, maximum of four, typewritten pages, double-spaced**. It must be in APA format (reference to text is expected).

The title page must clearly indicate the course and student name along with the date. References must be properly documented.

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

**Group Dynamics Term Paper Evaluation Criteria**

Focus Area	Grade				Comments
<b>Professional Appearance of Paper</b>					
- typed, standard white paper, cover page, appropriate margins etc. , headings, grammatically sound,	0	.75	1.25	1.5	
- references documented appropriately (APA format)	0	.75	1.25	1.5	
<b>Content</b>					
<b>Concept Defined</b>					
- utilizing text as reference and connecting to course content	0	1.5	2.25	3	
<b>Constructive Self-Critique</b>					
- makes reference to own behaviour as it relates to group work	0	2	3	4	
- identifies entry state (where student is at now)	0	2	3	4	
- identifies future state (where student would like to be)	0	2	3	4	
<b>Strategies to Manage Issue in Future</b>					
- realistic, relevant and attainable	0	2	3	4	
- includes rationale for strategy choice					
<b>Behavioural Indicators</b>					
- how will this look in future, how will student know that strategies are working	0	1.5	2.25	3	
<b>Total</b>					
			/25 =	/15%	

## Group Leadership Activity

CYW204

Leadership Activity 15%

Each student is required to select and lead an activity with the group. There is a time requirement of no less than 35 minutes, and no more than 40 minutes. The student is required to submit a brief outline (following format outlined below) of the activity presented and an evaluation of their leadership attempt. As is evident from the grading forms (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 the power point (6 slides on page) must accompany the written submission.**

Title:

Objective:

Materials:

Time Required:

Group Size

Process:

Variations Possible:

Notes/Tips:

Reference:

PowerPoint Presentation (6 slides per page).

PowerPoint presentation is to serve as a **review** of the exercise and as such will be presented **after** the activity. 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.**