

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* (8th 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) In-Class Participation and Professional Development	20%
b) Term Paper	20%
c) Group Leadership Activity	20%
d) Quizzes	40%
	100%

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

** Assignment outlines and grading criteria will be posted on LMS

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%	
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: 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.

VII. COURSE OUTLINE ADDENDUM:

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