

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: GROUP DYNAMICS II

CODE NO. : CCW224

SEMESTER: 4 – 2004W

PROGRAM: CHILD AND YOUTH WORKER

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DATE: JAN/2004

PREVIOUS OUTLINE DATED: JAN/2003

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): HSC202

LENGTH OF COURSE: 15 WEEKS
4 HRS/WK

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I. COURSE DESCRIPTION:

This course is designed to build on the skills developed in Group Dynamics I. Opportunities will be provided for the individual student to demonstrate and develop skills in group leadership and group programming. The course will focus on children and adolescents and the therapeutic interventions that are possible/feasible in groups. It is the intent that the student acquires a clear understanding of the CYWs role in terms of this form of therapeutic intervention. Participants need to contribute to the team environment in a manner that reflects an attitude of cooperation and professionalism indicative of ethical standards.

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 Dec. 2000. Ministry of Training, Colleges and Universities.

Upon successful completion of this course the student will be able to:

1) demonstrate skills that provide leadership and direction to group.

Potential Elements of the Performance

- a. describe leadership styles in behavioural terms.
- b. discuss personal attributes indicative of leadership.
- c. demonstrate leadership techniques in a lab setting.
- d. obtain personal feedback and determine personal goals reflective of this feedback specific to leadership.

2) discuss a representative sample of theoretical approaches to group.

Potential Elements of the Performance

- a. describe Client Centred Therapy
- b. describe Rational-Emotive Therapy
- c. describe Behaviour Therapy
- d. describe Psychoanalytic Therapy

3) design and implement strategies that enhance psycho-social development in children, youth and relevant others.

Potential Elements of the Performance

- a. select and discuss group activities that are appropriate to specific issues.
- b. prepare materials appropriate to the activity.
- c. conduct the activity within the group setting.
- d. obtain feedback and evaluate the activity.
- e. prepare a typed comprehensive description of the activity according to the prescribed format.

- 4) **employ effective intervention strategies which meet the needs and goals of children and youth.**

Potential Elements of the Performance

- a. select a theme for the group program.
- b. determine the appropriate number of sessions to accomplish the goal of the program.
- c. develop an outline of each of the sessions with objectives and format clearly specified.

- 5) **demonstrate strategy appropriate in dealing with problematic behaviors in group.**

Potential Elements of the Performance

- a. describe behaviours and situations that are at issue in effective group performance.
- b. discuss causal factors underscoring this behaviour.
- c. identify and describe actions/interventions conducive to remediation of these issues.

- 6) **identify and use professional development resources and activities that promote professional growth.**

Potential Elements of the Performance

- a. actively participate in the experiential learning process.
- b. participate in small group tasks as required.
- c. determine through self-assessment and collaboration with others, current skills

III. TOPICS:

This course builds on the material studied in HSC 202 Group Dynamics 1. Topics will include/review:

1. The Small Group in Counselling and Therapy
2. The Process of Group Development
3. The Dimensions of Group
4. Group Membership
5. Leadership and Co-leadership
6. Theoretical Approaches to Group
7. Self-help Group Approaches
8. Dealing with specific issues in group.
9. Group programming and documentation

IV. LEARNING ACTIVITIES

Experiential learning requires that group members are present and active participants in the group process.

Presentation format will vary depending upon issues being covered. Active participation in the group experience is essential.

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Capuzzi, David (2003), Approaches to Group Work: A Handbook for Practitioners, Merrill Prentice Hall, New Jersey

Corey, M. and Corey G. (2003), Groups: Process and Practice.(6th edition) , Pacific Grove, Brooks/Cole

VI. EVALUATION PROCESS/GRADING SYSTEM:

A. Attendance and Participation	30%
B. Co-leadership Group Application	10%
C. Small Group Program Proposal	20%
D. PowerPoint Presentation	10%
E. Mid-term Test	15%
F. Final Test	15%

*** Requirements for Co-leadership Activity (B) :**

Having initial group leadership practice in HSC 202 as individuals the following is intended to support skill development in the area of group co-leadership.

Students working in dyads are required to examine pertinent group-related material and to select an activity appropriate to the therapeutic group. The time frame assigned for this activity is **forty -five** minutes. Dates will be assigned.

It is imperative that the dyads attend to time limitations. The time frame set is sufficient from an experiential context to enable the dyad to demonstrate creativity in assigning sub-groups for the practicum, to conduct a short warm-up exercise leading to the main activity and then to facilitate the main activity. There is, following the forty five minute practicum, an opportunity to receive feedback from the rest of the class group.

A typed version of the exercises is to be given to the instructor as per the following. In addition a copy of the exercise clearly titled needs to be sent by **email** and will be put on the "Ant 1" data file for general reference..

Outline

Documentation of this experiential component of CCW 224 Group Dynamics II is required. Documentation is to be typed according to the following format. All materials used to support the activity needs to be referenced in the usual format.

Activity Title:

Recommended For:

Describe application for the exercise i.e. areas of concern that could be explored with the particular exercise such as self-image etc.

Stage of Group Development:

Identify factors critical to the success of the activity relative to group readiness.

Synopsis:

A brief but comprehensive description of the activity.

Materials:

A detailed list (including diagrams), where applicable, of all necessary equipment, space requirements, etc.

Method/Procedure:

Describe, in detail, how the activity is to be conducted.

Discussion:

List discussion questions for consideration after the exercise.

Variations:

Suggest possible variations for the exercise.

Reference:

State sources of materials used. If it is appropriate to list additional support material it must be documented here.

Evaluation:

Student is required to do a written self-evaluation following the presentation of the exercise. This is due the week after the presentation.

Dates will be assigned. If it becomes necessary for a student to change a presentation date it is the student's responsibility to arrange the change with another student and to subsequently advise the teacher in writing at least a week in advance of the change.

*** Requirement for Small Group Program Proposal (C) :**

See attached.

*** Requirement for PowerPoint Presentation (D):**

Students will be assigned a specific group program proposal. The student is required to develop a power point presentation to describe the proposal as if to an agency or funder for support.

There is the expectation that the student will bring in supporting materials etc. to illustrate selective aspects of the proposal being presented. Specific training in power point will be available from the instructor. It is the students responsibility to schedule this training if required.

This will enable the student to further practice skills in summarizing selected materials and information and presentation of same. PowerPoint presentations will be placed on the "Ant 1" data file for future reference. Presentation is limited to a maximum of 45 min. which will enable the student to conduct a demonstration of at least one of the group exercises specific to the proposal.

Students are required to maintain a photocopy of all written material submitted for evaluation.

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:

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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.

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.

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.