

I. COURSE DESCRIPTION:

Group work is an essential practice modality of social service work. Students will integrate and apply theoretical and practice models of group work required for professional practice. The course will emphasize experiential learning and skill development in group facilitation, leadership and ability to prepare, plan and implement appropriate group interventions that respect client needs, strengths and goals.

This course addresses some of the elements of performance in the following vocational standards and essential employability skills as outlined by the Ministry of Education and Training:

Vocational Standards:

1. Integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families and communities.
2. Develop and maintain positive working relationships with colleagues, supervisors and community partners.
3. Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.
4. Identify strengths, resources, and challenges of individuals, families, groups and communities to assist them in achieving their goals

Essential Employability Skills:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Use a variety of thinking skills to anticipate and solve problems.
3. Locate, select, organize, and document information using appropriate technology and information systems
4. Analyze, evaluate, and apply relevant information from a variety of resources.
5. Show respect for the diverse opinions, values, belief systems and contributions of others
6. Interact with others in groups or teams in ways that contribute to effective working relationships and achievement of goals
7. Take responsibility for one's own actions, decisions, and consequences

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify and describe theoretical and practice models of group work.
Potential Elements of the Performance:
 - A) Describe theoretical orientation(s) of group work
 - B) Define and describe various types of groups
 - C) Identify, analyze and apply empirically based group interventions
 - D) Recognize group practice considerations for specific populations
 - E) Develop skills to research evidence-based group models and develop group proposal synthesizing the approach(es)
 - F) Develop knowledge about resources available to plan for and establish specific treatment and task groups which may be needed in specialized fields of practice and in specific social work settings.
 - G) Recognize ethical considerations in group work
 - H) Apply SSW professional standards of practice in group work

2. Adapt group facilitation skills to the phase/process/stage of group.
Potential Elements of the Performance:
 - A) Accurately label and describe stages of group development and associated characteristics
 - B) Recognize and respond appropriately to the group developmental stages
 - C) Develop awareness of group dynamics and effective facilitation strategies to address needs of group participants
 - D) Ability to understand, assess, and use group properties and group processes occurring in a group.
 - I) Adopt a strengths-orientation approach to group work to foster multi-culturally competent group practice skills
 - J) Identify unique skills for working with diverse groups
 - K) Monitor, assess and evaluate group process/stage of development
 - L) Use a variety of group-building strategies appropriate to the group stage and needs of group members
 - M) Use group techniques and strategies in an ethical manner

3. Demonstrate effective group leadership/facilitation skills
Potential Elements of the Performance:
 - A) Engage in self reflection to complete self inventory of strengths and skills relevant to group facilitation
 - B) Seek and use support and feedback from professor and peers as related to one's group membership and group facilitation performance and adjust skills accordingly

- C) Actively participate as a “group member” and “group facilitator” and work toward personal/professional enhancement of group work skills
 - D) Identify diverse styles of leadership/facilitation
 - E) Describe leadership roles and responsibilities
 - F) Demonstrate facilitative skills in group such as but not limited to attending skills, use of questions, promoting group structure and ownership, establishing group goals
 - G) Develop a helping style that reflects social work group practice skills and appropriate use of self
4. Maintain effective and positive working relationships with others.
Potential Elements of the Performance:
- A) Demonstrate behavior reflective of social work values and ethics showing respect for diversity of group membership
 - B) Use active/reflective listening/interpersonal communication skills effectively in interactions with classmates/professor
 - C) Show ability to collaborate and share group facilitation role use co-facilitation skills learned
 - D) Take responsibility for one’s own actions and decisions
 - E) Understand and work with diversity in groups
 - F) Interact with others in manner that contributes to achievement of goals
 - G) Competently address challenges and needs groups may encounter
 - H) Actively participate in group practice meetings within classroom
5. Communicate effectively in a variety of media.
Potential Elements of the Performance:
- A) Produce written work in accordance with academic and professional standards
 - B) Communicate clearly, accurately and concisely in written and verbal formats in accordance with course expectations
 - C) Ensure congruency between verbal and non-verbal communication style
 - D) Use a variety of skills to demonstrate critical thinking and problem solving abilities

III. TOPICS: (course professor may adjust depending upon student need and attainment of course outcomes/performance elements)

1. Theories and evidence-based practice models related to group work
2. Developing personal and professional ethical and multi-culturally competent stance in group work
3. Types of Groups
4. Stages of Group Development and associated group dynamics
5. Styles and associated skills of group co-facilitation/leadership
6. Group interventions specific to diverse populations such as but not limited to children, youth, adults, older adults

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Corey, M., Corey, G., & Corey, C. (2010) *Groups Process and Practice* 8th
Ed. Toronto: Nelson Education Ltd.

V. EVALUATION PROCESS/GRADING SYSTEM:

Group skill development assignments	30%
a) Facilitation Reflection Report	
b) Group Member Report	
c) Observational/Fish Bowl Report	
Chapter tests	30%
Group Proposal	20%
Group facilitation skills	20%

The professor will provide further instructions in class and post assignment expectations/grading criteria 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%	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. *It is the professor's policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room. Students are welcome to enter the class at the scheduled break times.*

In order to develop knowledge and skills in SSW group work, the course is highly participatory requiring students to actively engage in the learning process by assuming both a group membership and leadership role. The course involves experiential learning, lectures, personal reflection and application of group skills learned. Given this, the following guidelines are expected from all students:

- A) Read all assigned material in advance of class and review posted materials on LMS
- B) Ensure proactive communication with professor regarding course content and regularly (minimum once per week) check LMS course for announcements, lecture notes and email communication.
- C) Attend and actively participate in classroom conversations and group work activities in a manner reflective of Sault College Code of Conduct, SSW program and professional standards. **A minimum of 70% attendance is expected. Students who fall below expected rate will be required to substantiate absences and complete an additional assignment to demonstrate course essential, vocational outcomes.**
- D) As an experiential course, students are to anticipate a safe place to learn, practice and develop personal and professional skills. As such students must be prepared to risk, adapt work to feedback received, challenge oneself and be respectful of divergent opinions, learning styles and group stage/process.
- E) Complete in class assignments as required. Students who are absent will forfeit the grade assigned unless substantial and substantial reasons impacted attendance and at professor discretion.
- F) Submit all assignments in an accurate and timely manner. Students are expected to become familiar with assignment expectations and the grading criteria indicated by the professor. Late submissions will be handled at the professor discretion and late penalties of 10% per day (including weekends) apply.
- G) Tests are to be written on the scheduled day and cannot be rewritten to achieve a higher grade. Any rescheduling of tests is at the professor discretion and must be arranged in advance of test date.
- H) Cell phones and other electronic devices are not allowed in the course.
- I) Laptops are permitted for note-taking purposes pertinent to the course.

VII. COURSE OUTLINE ADDENDUM:

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