



# COURSE OUTLINE

## CYC0203

Prepared: CYC Faculty    Approved: Martha Irwin, Chair Community Services & Interdisciplinary Studies

<b>Course Code: Title</b>	CYC0203: GROUP DYNAMICS I				
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN				
<b>Department:</b>	C.I.C.E.				
<b>Semester/Term:</b>	17F				
<b>Course Description:</b>	This course examines current research and theory in understanding group roles and function. Various group techniques and approaches will be explored in an experiential context to enable the student to develop entry-level skills in working effectively with groups. An emphasis is placed on understanding the individual within the group and each student will be encouraged to examine his/her own personal traits and skills in order to develop and implement a strategy to enhance these in the professional context.				
<b>Total Credits:</b>	3				
<b>Hours/Week:</b>	3				
<b>Total Hours:</b>	45				
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>				
<b>Course Evaluation:</b>	Passing Grade: 50%, D				
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>50%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Assignments	50%
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Skill Development	10%
Tests	40%

### Books and Required Resources:

Groups: Process & Practice by Corey, Corey & Corey  
Publisher: Brooks-Cole/Wadsworth Edition: 9th

### Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

#### Course Outcome 1.

Recognize the impact of inter-relationships amongst individuals and the influence of cultural and social contexts on group dynamics

#### Learning Objectives 1.

- a. Identify relevant institutional systems and components, including social, justice, education, recreation and health services, and analyze how these systems interact to help or hinder group development
- b. Identify elements of group functioning that impact relationship development and maintenance

#### Course Outcome 2.

Apply principles of relational practice to group experiences, respecting the unique life space, cultural and human diversity of each group member

#### Learning Objectives 2.

- a. Use communication skills and engagement strategies to promote positive relationships, understanding and trust within a group context
- b. Demonstrate consideration, safety, trust, presence and empathy with group members
- c. Establish and adapt professional boundaries while accepting the diverse needs, composition and dynamics of various groups
- d. Promote resiliency in children, youth and families by assisting them to identify strengths and



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- develop skills within the context of a group experience
- e. Respect the privacy and confidentiality of group members
- f. Assess the needs of group members and select strength based strategies that support positive change

### **Course Outcome 3.**

Develop and implement self-care strategies using self- inquiry and reflection processes to promote self-awareness and enhance practice

### **Learning Objectives 3.**

- a. Examine the impact of self on others and ensure that interactions are consistent, constructive and positive
- b. Identify how personal values, beliefs, opinions and one`s own social location and experience might impact group interactions
- c. Value self-care practices and implement strategies to prevent or combat compassion fatigue, vicarious trauma, stress reactions and other occupational stressors associated with group practice

### **Course Outcome 4.**

Apply communication, teamwork and organizational skills to enhance the quality of service within the context of a group experience

### **Learning Objectives 4.**

- a. Plan and implement, clear, concise written, oral and electronic communications for diverse groups using anti-oppression language
- b. Coordinate activities and facilitate efficient use of resources

#### **CICE Modifications:**

#### **Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)



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3. Study notes will be geared to test content and style which will match with modified learning outcomes.

4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format



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2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

### **E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.