

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. Each student will be encouraged to examine his/her own personal traits and skills in order to develop and implement strategies to enhance professional practice.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

Learning outcomes and elements of performance are reflective of Child and Youth Care Program Standards

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

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

Potential Elements of the Performance:

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

Potential Elements of the Performance:

- 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 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

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

Potential Elements of the Performance:

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

Potential Elements of the Performance:

- 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

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. (2014). *Groups: Process and practice* (9th ed.). Pacific Grove, CA: Brooks-Cole/Wadsworth.

Group Dynamics 1 will focus primarily on the first half of the text. The balance of the text material will be covered in Group Dynamics 2.

V. EVALUATION PROCESS/GRADING SYSTEM:

SKILL DEVELOPMENT **20%**

The format and assessment of this will be discussed in class and posted on D2L.

ASSIGNMENTS **40%**

There will be a Term Paper (20%) and a Group Leadership Demonstration (20%) scheduled in this course. The format and assessment of the activities will be discussed in class and posted on D2L.

TESTS **40%**

Tests must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

NOTE: All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic "0" for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

All students MUST submit all papers and assignments through the Dropbox on D2L. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student's responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.

The following semester grades will be assigned to students:

| <u>Grade</u> | Definition | <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. | |

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

All courses in the Child and Youth Care program follow the Fatal Error Policy, as well as APA Standards for all assignments submitted. Faculty will review this with students at the beginning of each course. Detailed documents on D2L course sites will be posted.

VII. COURSE OUTLINE ADDENDUM:

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