

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



## COURSE OUTLINE

**COURSE TITLE:** Groups for Multi-Cultural Practice

**CODE NO. :** NSW200 **SEMESTER:** 3

**PROGRAM:** Social Services Worker – Native Specialization

**AUTHOR:** SSW-NS Faculty: Michelle Proulx

**DATE:** June. '14 **PREVIOUS OUTLINE DATED:** June 13

**APPROVED:** *“Angelique Lemay”* *Sept. 8/14*

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**DEAN** **DATE**

**TOTAL CREDITS:** 4

**PREREQUISITE(S):**

**HOURS/WEEK:** 3hrs/ week  
(additional time is required outside of class to prepare for in-class group facilitation)

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**I. COURSE DESCRIPTION:**

The field of social work focuses on the person in the environment. Social Services Workers will consistently use skills related to group dynamics in their work with clients, colleagues and communities. This course will cover the various types of groups and techniques necessary to work effectively with groups. The unique considerations for work with multicultural groups will be addressed. Students will gain an understanding of the differences between the concepts of professional groups and circles.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

**1. Formulate an understanding of theoretical foundation of group work.**Potential Elements of the Performance:

- Distinguish between group process and group techniques.
- Connect theory to group work process
- Differentiate between the different stages of a group

**2. Distinguish between the various types of formal and informal groups.**Potential Elements of the Performance:

- Identify the various types of groups
- Characterize the nature and use of different types of Native Circles
- Apply the theory and concepts of group process to specific groups

**3. Coordinate a variety of groups/circles to address identified needs, including but not limited to groups/circles, which promote teaching, sharing talking and healing.**Potential Elements of the Performance:

- Participate and run group/circle
- Be familiar with the aspects of forming groups
- Discern between and facilitate the different stages of a group

**4. Demonstrate an ability to utilize various group techniques and process accurate observations of group dynamics.**Potential Elements of the Performance:

- Demonstrate the role of a group leader
- Communicate the role of group members
- Address the challenges groups may encounter
- Identify the evolution of group
- Apply ethical and legal requirements for working in groups

5. **Develop skills and knowledge base of group practice with diverse populations in consideration of unique characteristics and needs.**

Potential Elements of the Performance:

- Adopt a commitment to multicultural competence in group facilitation
- Understand the implications of diversity within a group
- Identify unique skills for working with diverse groups

**III. TOPICS:**

1. Theories of Group Work
  - Process and Techniques
2. Types of Groups
  - Tasks Groups
  - Psycho educational Groups
  - Counseling Groups
  - Brief Groups
3. Types of Native Circles
  - Healing circles
  - Talking circles
  - Sharing Circles
  - Teaching Circles
4. Multicultural Competent Group Work
  - Self Awareness
  - Learning about Other Culture
  - Possible Conflicts and Benefits of Diversity
5. Ethics and Legal Issues
  - Consent
  - Involuntary Members
  - Confidentiality
  - Values of the Leader
6. Stages of Groups
  - Forming a Group
  - Initial Stage
  - Transitions
  - Working Stage
  - Ending Stage

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Corey, M., & Corey, G. (2010) *Process and Practice: Groups* (9<sup>th</sup> Ed.)  
Thompson; Brooks/Cole,

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Group Facilitation Skills	25%
Group Theory and Process Paper	20%
Group Participant Reflection Notes (5 x 3%)	15%
Chapter/Article Questions	20%
Healing Circle In-Class Assignment	10%
Teaching Circle In-Class Assignment	<u>10%</u>
Total	100%

**GROUP FACILITATION SKILLS:** Developing group facilitation skills in the classroom is a significant component of this course. As such, there will be a variety of in-class activities and group sessions to facilitate in order to demonstrate and evaluate students skills and facilitation techniques throughout the semester. Attendance is essential, and skills missed due to absence cannot be recovered. Details will be provided by the professor.

**GROUP THEORY AND PROCESS PAPER:** This is a two part assignment where students will answer a series of questions to demonstrate their understanding of group theory, how it is used as a framework or roadmap. Next, they will answer a series of questions explaining the stages of group development and process. Details will be provided by the professor.

**GROUP PARTICIPATION REFLECTION NOTES:** Students will be given multiple opportunities to complete 5 reflection notes following an in-class peer-facilitated group session. Students will be graded on their ability to identify strengths in facilitation, and provide additional ideas, recommendations and examples if they were the facilitator. Details will be provided by the professor.

**CHAPTER/ARTICLE QUESTIONS:** Chapter or article readings will be assigned throughout the semester with questions to be completed and submitted on D2L prior to class. Students completing the readings and questions will come prepared to participate in class discuss of the material effectively.

**HEALING CIRCLE IN-CLASS ASSIGNMENT:** Students will participate in a healing circle and write a reflection paper afterward. Details will be provided by professor.

**TEACHING CIRCLE IN-CLASS ASSIGNMENT:** Students will be assigned specific topics relating to understanding the group stages. Information will be summarized in written format and presented to the class in a teaching circle. Students absent on presentation day may be offered an alternate assignment worth less value with approval in advance. Details will be provided by professor.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
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.

## **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.

### Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

## **VII. COURSE OUTLINE ADDENDUM:**

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