

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



## COURSE OUTLINE

<b>COURSE TITLE:</b>	Groups for Multi-Cultural Practice		
<b>CODE NO. :</b>	NSW200	<b>SEMESTER:</b>	Three
<b>PROGRAM:</b>	Social Services Worker – Native Specialization		
<b>AUTHOR:</b>	SSW-NS Faculty: Michelle Proulx		
<b>DATE:</b>	June. '16	<b>PREVIOUS OUTLINE DATED:</b>	June 15
<b>APPROVED:</b>	"Angelique Lemay"		Sep/16
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	<b>DEAN</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	4		
<b>PREREQUISITE(S):</b>			
<b>HOURS/WEEK:</b>	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:**

Description	Worth
<b>Observations / Reflection Papers</b>	
One of each required roles:	
• Group Participant . . . . .	10%
• Group Facilitator & Peer Feedback Reflection...10%	
<b>Chapter Questions . . . . .</b>	<b>15%</b>
<b>Group Facilitation/Evaluation</b>	
• Group Session Co-facilitation . . . . .	20%
• Peer Evaluations . . . . .	5%
<b>Interactive Group Exercise . . . . .</b>	<b>10%</b>
<b>Independent 6 Session Portfolio . . . . .</b>	<b>30%</b>
<b>Total 100%</b>	

**EVALUATION:****Observation/Reflection Papers:**

Students will be required to submit a total of 3 papers worth a total of 25%. Each paper will be reflective of the student's role during the in-class group sessions as follows:

- 1) a group member participant,
- 2) a facilitator, and upon reviewing and peer feedback.

The instructor will provide further detailed requirements for each reflection paper.

**Group Co-Facilitation/Evaluation:**

*Group Facilitation:* (worth 20%)

Each student will be required to facilitate or co-facilitate one in class session. Marks will be based on the facilitators' ability to reflect the topic and activities related to the respective stage of the group. A small portion of the mark will relate to the individual's ability to clearly articulate during facilitation. Each facilitator must demonstrate an equal lead in the session.

The theme and group process will focus on the realities, challenges and rewards of being a second year student in a social services worker program. Individual session topics will be provided at the beginning of the semester. Each co-facilitator will meet prior to the group session and plan how the information will be delivered.

*Written Peer Evaluation:* (1% / peer evaluation for a total of 5%)

Each student will complete an objective peer evaluation for a total of five separate group sessions. The evaluation will cover observations of the group process and evaluation of the co-facilitator utilization of techniques and theory.

**Chapter Questions:** (worth 15%)

After specified chapters, students will respond to a series questions related to each specified chapters. The purpose of chapter questions is to prepare students to focus on the key areas of the chapters and highlight areas which may contribute to the creation of the group portfolio assignment.

**Interactive Exercises:** (worth 10%)

Each student must create two interactive exercises that would be used in a group session to facilitate discussion. The first is an icebreaker and the second would be used during the working phase of the group process. Each exercise must include the goal of the exercise, the intended audience, step by step instruction, and the length of time required to complete.

**Independent 6 Session Portfolio:** (worth 30%)

Each student will prepare a 6 session group portfolio, consisting of the elements pertaining to planning and facilitating groups.

Students will choose a topic theme based on a specific target audience and prepare a four session group plan. Your group sessions will reflect a psycho-education group.

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.