

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: Working with Community Groups

Code No.: GER123

Semester: 2

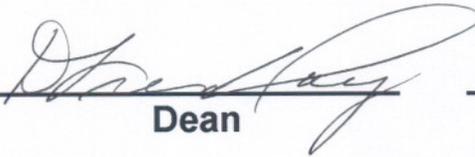
Program: Community Gerontology

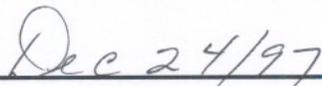
Author: Nancy McClelland

Date: January, 1997

Previous Outline Date: January, 1995

Approved:


Dean


Date

Total Credits: 2 **Prerequisite(s)** None
Length of Course: 15 weeks **Total Credit Hours:** 32

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For additional information, please contact Donna Tremblay, School of Health Sciences, Human Sciences and Teacher Education, (705) 759-2554, Ext. 690.

COURSE NAME**CODE****I. PHILOSOPHY/GOALS:**

This course will examine Group Dynamics and Group Processes. Theoretical models applied in groups will be examined as well as the essentials of Leadership Styles in Groups. Emphasis will be placed on Group Facilitating Techniques for group decision-making skills using an experiential approach. Interventions will be explored in relation to problem behaviours in groups. Students will be encouraged to use written and oral reporting skills in group simulations.

II. LEARNING OUTCOMES:

Upon successful completion of this course the student will:

- 1) examine how our own values, attitudes and behaviours affect individuals and group process.
- 2) identify roles of members within groups and recognize role changes.
- 3) develop abilities to read moods and tones within groups and label feelings and attitudes.
- 4) develop skills in providing leadership in groups, work on styles of leadership appropriate to the group.
- 5) demonstrate assertiveness skills.
- 6) demonstrate active listening skills, responding with appropriate feedback, awareness, sensitivity and mutual respect with individuals, families and small groups.
- 7) assemble, organize and direct group activities.
- 8) identify ways to share decision-making and problem-solving in small groups.
- 9) identify problem behaviour in groups and ways to resolve.
- 10) practice conflict resolution skills.
- 11) give well-organized, coherent, effective oral presentation, using visual aids where appropriate.
- 12) locate, gather and apply information during the preparation of written and oral reports.
- 13) demonstrate, in written assignments, ability to produce clear, accurate, well-organized text in a variety of formats.

III. TOPICS:

- A. - how personal values, attitudes, behaviours affect individuals, group process

COURSE NAME**CODE****III. TOPICS:**

- B.
 - roles of members within groups
 - how to recognize role changes of members in a group
 - identify and validate moods and tones within groups
 - label attitudes and feelings
 - styles of leadership
 - skills in providing leadership in groups
 - how to assemble, organize and direct group activities

- C.
 - assertiveness skills
 - therapeutic communication skills
 - ways to share decision-making and problem-solving
 - problem behaviour in groups and ways to resolve
 - conflict resolution skills

- D.
 - written and oral reporting skills

IV. REQUIRED RESOURCES, TEXTS AND MATERIALS:**Module A: Interpersonal Communication**

1. Review the process of communication
 - a) sender/message/receiver/feedback
 - b) verbal/non-verbal communication

2. Discuss how your values, attitudes and behaviours are communicated and how this affects individuals and groups/group processes.

3. Describe the necessity of validating one's perception of a message sent or received.

4. Demonstrate effective ways to validate messages.

5. Provide examples of ways you would improve verbal and non verbal communication in groups.

Resources: Review HSC103, NUR111 texts, notes
Text: Chapters 3 and 4

IV. REQUIRED RESOURCES, TEXTS AND MATERIALS:**Module B: Roles of Members within Groups - Leadership and Facilitation Skills**

1. Identify roles of members within groups.
2. Define what constitutes a group (size/goals/activities)
3. Compare how various groups are formed, rules and norms and how members are selected.
4. Recognize how and when roles change within a group.
5. Develop ability to read moods and tones within groups and label feelings and attitudes expressed in group behaviours.
6. Explore the dynamics and processes of groups.
7. Identify leadership styles and determine personal facilitation skills most useful.
8. Develop skills in facilitation for community and groups, work on styles of leadership appropriate to the group.
9. Assemble, organize and direct group activities utilizing communication skills, verbal and non-verbal, written and oral skills, leadership style, group dynamics and process.
10. Demonstrate ability to chair a meeting using parliamentary procedures.
11. Participate in exercises requiring critical thinking in a small group.
12. Evaluate group effectiveness and productivity.

Resources: Edward de Bono
Coloured Hats
Text: Chapters 1,5,6,7,8,12

Module C: Group Communication Skills - Facilitating Difficult Conversations

1. Demonstrate active listening skills, responding with appropriate feedback, awareness and sensitivity and mutual respect with individuals, families and small groups.
2. Identify assertiveness skills.
3. Contrast aggressive communication with effective assertiveness skills.
4. Demonstrate assertiveness skills in possible situations dealing with groups and older adults.
5. Identify ways for groups to make decisions.
6. Practice situations of small groups problem-solving.
7. Identify problem behaviour in group functioning.
 - a) manipulation, control
 - b) dissention
 - c) monopolization
 - d) immaturity
 - e) criticizing
 - f) superiority
8. Describe how to bring about resolution to problem behaviour in a group.
9. Demonstrate handling a group situation with an individual presenting with problem behaviour.
10. Practice conflict resolution skills for groups/individuals within groups with differing opinions.

Resources: Text

COURSE NAME

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IV. REQUIRED RESOURCES, TEXTS AND MATERIALS:**Module D: Group Communications - Oral/Written Skills**

1. Demonstrate oral communication skills with verbal reports.
 - include accurate observational reports
 - respond to requests for information
2. Present a well organized, coherent, effective oral presentation using visual aids where appropriate.
3. Demonstrate, in written form, ability to produce clear, accurate, well organized, written reports.
 - Eg:
 - client assessment reports as per agency policy
 - internal office memos of information between staff, employer and employee
 - business correspondence (letter of request for information, letter requesting service for a client, summary of group meeting)

Resources: post meeting reactions/debriefing, evaluation report

V. EVALUATION PROCESS/GRADING SYSTEM:

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

All tests/exams are the property of Sault College.

Grading symbols used are those established by the College.

A+	=	90 - 100%
A	=	80 - 89%
B	=	70 - 79%
C	=	60 - 69%

VI. SPECIAL NOTES:**Special Needs**

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

COURSE NAME**CODE****V1. SPECIAL NOTES:****Retention of Course Outlines**

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Modification of Course Outline

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.