



**I. COURSE DESCRIPTION:**

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
- 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. LEARNING ACTIVITIES:**

**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.

**IV. LEARNING ACTIVITIES:**

**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.

***Review NUR111 text and related notes.***

**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.
10. 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.

***Review NUR111 text and related notes.***

**IV. LEARNING ACTIVITIES:**

**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)

**V. REQUIRED RESOURCES/TEXTS AND MATERIALS:**

Galbraith/Hannes. Communicating in Groups. Brown and Benchmark Publishing.

**VI. 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.

***The following semester grades will be assigned to students in postsecondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	

X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.

**VII. SPECIAL NOTES:**

Special Needs:

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

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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VIII. PRIOR LEARNING ASSESSMENT:**

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

**IX. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.