

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**

**COURSE OUTLINE**

**COURSE TITLE: MANAGING OFFENDER GROUPS**

**CODE NO.: CJS 426**

**SEMESTER: IV**

**PROGRAM: CORRECTIONAL WORKER**

**AUTHOR: BRIAN RAWN**

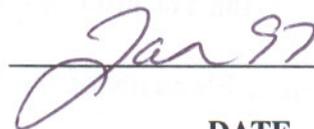
**DATE: JAN97**

**PREVIOUS OUTLINE DATED: JANUARY 1996**

**APPROVED:**



**DEAN**



**DATE**

**TOTAL CREDITS \_\_\_\_\_**

\_\_\_\_\_  
COURSE NAME

\_\_\_\_\_  
CODE NO.

- I. COURSE DESCRIPTION:** This course will explore the process which occurs when people become a group. Students will be introduced to the theory underlying effective group dynamics and the skills required to apply this knowledge, therapeutically, to the effective management of offender groups. An experiential approach to learning about group dynamics encompasses the core of this subject matter.
- II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**  
(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date. In general, this course addresses generic outcomes in communications, technology, interpersonal skills, and analytical skills.)

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

1) Relating Behaviours to Roles

Potential Elements of the Performance:

identify characteristics of a group  
understand the structure of groups  
identify effective groups and group skills  
identify personal present attitude , behaviours and feelings

2) Helpful and Harmful Group Behaviours

Potential Elements of the Performance:

distinguish between helpful and harmful group behaviours  
understand procedural learning and action theories  
gain expertise through experiential learning  
identify and explore feelings, attitudes and behaviours within a group  
develop observation and role playing skills  
explain and conduct a skill training exercise  
understand the ethics of experiential learning

---

COURSE NAME

---

CODE NO.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE  
(Continued)**

3) Interpersonal Communications

Potential Elements of the Performance:

identify effective communication techniques that enhances listening and understanding  
understand group goals and social interdependence  
develop goal-related behaviours and effective group goals  
propose methods to improve group communication  
practice giving and receiving information  
recognize patterns of communications within the group  
explain the difference between competition and cooperation  
identify barriers to communication  
determine communication structures and networks

4) Creativity and Leadership

Potential elements of the Performance:

create, implement and process therapeutic group activities  
identify and demonstrate leadership issues and styles  
empower other group members through successful leadership  
determine factors that indicate successful leadership  
recognize common causes of failure and suggest how each could be minimized or eliminated  
compare and describe situations involving conflict, competition and cooperation  
utilize the problem solving process to devise solutions for given case studies  
demonstrate the decision making model for reaching a group/team consensus  
identify and describe different methods of decision making

---

COURSE NAME

---

CODE NO.

5) Self and Group Process

Potential Elements of Performance:

develop his/her awareness as it relates to and affects the dynamics of the group process  
understand personal controversial behaviour  
identify cooperative goal structure  
define creativity and develop and foster creativity  
negotiate conflict strategies  
promote negotiating resolutions and understand third party mediation  
define and use power and influence  
recognize power behaviour within self and others

6) Conflict Management

Potential Elements of Performance

compare and describe different types of groups  
lead a learning and discussion group  
lead a growth and counselling group  
understand team development  
recognize the psychological benefits of group membership  
assess the quality of his/her behaviours and attitudes in a leadership role

7) Modifying Group Formations

Potential Elements of Performance

identify the developmental stages of groups and plan activities accordingly  
demonstrate the preparation needed for each developmental stage of a group  
understand the importance of formal group termination  
create a description of his/her self as a group member.(strengths, needs and plan of action)

---

COURSE NAME

---

CODE NO.

**III. TOPICS:**

1. Group dynamics and relating behaviours to roles
2. Helpful and harmful group behaviours
3. Interpersonal communications
4. Creativity and Leadership
5. Self and Group Process
6. Conflict Management
7. Modifying Group Formations

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

Johnson, D.W. & Johnson, F.P., (1987) Joining Together: Group Theory and Group Skills, 6th edition. Allyn and Bacon, Inc.

**Personal Diary / journal**

**V. EVALUATION PROCESS/GRADING SYSTEM**

|                            |            |
|----------------------------|------------|
| Skill Level Assignment #1  | 5%         |
| Mid-Term Exam              | 20%        |
| Therapeutic Group Activity | 20%        |
| Group Theory Presentation  | 15%        |
| Final Exam                 | 20%        |
| Skill Level Assignment #2  | 5%         |
| Journal                    | <u>15%</u> |
|                            | 100%       |

**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 NO.

- 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.
- Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.
- Under exceptional circumstances, such as documented illness, and at the discretion of the instructor, students may make arrangements to write missed tests or exams. The Instructor **must** be notified **prior** to the exam.
- Rewrites of tests and exams are not allowed in this course.
- Late assignments **will not be accepted** for marking.
- This course meets the College Standards and Accreditation Council Standards for the Correctional Worker program in the following areas:
  - Professional 1.2, 1.3, 1.5, 1.7, 1.9
  - Security 2.7, 2.9
  - Counselling 3.4, 3.5, 3.7, 3.10
  - Supervision 4.2
  - Crisis Prevention 5.1, 5.2
  - Program 6.1
  - Theoretical 7.1, 7.2

## VII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

- Life Skills Coach Training Certificate
- Other Certified Training course that meets the course objectives