

COURSE NAME: HUM219 Methods: Group Work

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

This course offers an introduction to the dynamics and skills needed to work with different types of groups. Leadership responsibilities, group preparation, group development, and awareness of self as member/leader will be considered. As well, students will have an opportunity to design a group project and participate in various group exercises.

PLAR INFORMATION

This course is not eligible for Prior Learning Assessment and Recognition.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Describe the role of techniques in group work.</p> <p>1.1 Define technique as it applies to group work.</p> <p>1.2 Distinguish appropriate and inappropriate use of techniques in a group.</p> <p>1.3 Describe factors that will help a group leader minimize his/her misuse of techniques.</p> <p>1.4 Discuss the issues of timing and avoiding self-deception as they relate to the therapeutic relationship between client and group leader.</p> <p>1.5 Discuss how a leader may choose techniques to be used in a group.</p> <p>1.6 Describe issues that should be attended to in the introduction of a technique.</p> <p>1.7 Discuss ways that you can make your techniques an extension of yourself, part of your personal style.</p> <p>1.8 Recognize and explain the underlying principles of group leadership.</p> <p>2.0 Discuss the ethical considerations in the use of group techniques.</p> <p>2.1 List criteria that should be part of a group leader's experience to ensure that s/he does not abuse group techniques.</p> <p>2.2 Discuss when and why groups should be informed as to the goals of the group and the</p> | <p>qualifications of the leader.</p> <p>2.3 Discuss the necessity of determining prior to a group's start the responsibility of the group members if they are leaving the group.</p> <p>2.4 Explain what it means for group leaders to be aware of their personal motives, and of their theoretical rationale.</p> <p>2.5 Identify and provide examples of ways that a leader's techniques can serve as avoidance devices.</p> <p>2.6 Discuss what is meant by the leader's task of achieving a balance between appropriate pressure and unethical coercion in the involvement of group members in group techniques.</p> <p>2.7 Define and give examples of appropriate responses to undue peer pressure as well as the misuse of confrontational and touching techniques.</p> <p>2.8 Explain catharsis (appropriate/inappropriate).</p> <p>2.9 Describe some physical techniques as well as the cautions that should be kept in mind in their general and specific use.</p> <p>2.10 Describe the advantages and disadvantages of co-leadership.</p> <p>3.0 Identify issues relevant to group</p> |
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preparation.

- 3.1 Construct a group proposal using guidelines provided.
- 3.2 Describe some of the differences between designing a time-limited group and a long-term group.
- 3.3 Discuss some of the important issues involved in recruiting, screening, and selecting group members.
- 3.4 Discuss potential items for the agenda of a preliminary meeting and explain why these are best handled in a meeting before the actual beginning of a group.
- 3.5 Describe the special issues that must be addressed in groups composed of adolescents and children.
- 3.6 Recognize and describe some of the techniques that may be used by group leaders and members to set and monitor their short and long-term goals in a group.
- 3.7 Recognize and give examples of the guidelines and suggestions for preparing group members to get the most out of a group experience.
- 3.8 List some of the questions you should ask yourself before approaching a new group for the first time as well as some of the procedures that should be used in preparing for each coming session.

4.0 Distinguish and identify issues and techniques relevant to initial stages in groups.

- 4.1 List the characteristics that apply to the initial stage of group work.
- 4.2 Discuss the physical arrangements and settings applicable to group work.
- 4.3 Describe techniques for group members to get acquainted.
- 4.4 Describe ways to focus group members as well as ways to create trust in groups.
- 4.5 Explain how group facilitators can deal with initial client resistance.
- 4.6 Identify techniques for starting and ending group sessions.
- 4.7 Explain the necessity of self-evaluation.

4.8 Describe techniques for member self-evaluation as well as leader self-evaluation.

5.0 Distinguish and identify issues and techniques relevant to the transitional stage in groups.

- 5.1 Describe the characteristics of the transition stage.
- 5.2 Explain the ways of dealing with defensive behaviours.
- 5.3 Discuss the techniques for dealing with difficult members.
- 5.4 Discuss the techniques for dealing with conflict.
- 5.5 Discuss the techniques for dealing with common fears and resistance.
- 5.6 Describe how to work with challenges to leaders.

6.0 Distinguish and identify issues and techniques relevant to the working stage of a group.

- 6.1 Describe characteristics of the working stage.
- 6.2 Explain how to work with emerging themes in groups.
- 6.3 Show how you can work on emotional material with all group members simultaneously.
- 6.4 Discuss ways of working with dreams.
- 6.5 Describe how to work with projections and other problems of self-awareness.

7.0 Distinguish and identify issues and techniques relevant to the final stage and evaluation of a group.

- 7.1 Describe techniques for ending a session.
- 7.2 Discuss ways of terminating a group.
- 7.3 Explain techniques for continuing assessment and follow up.
- 7.4 Describe techniques for group evaluation.

8.0 Apply ethical decision-making practices within an inter-professional team environment.

- 8.1 Through a unique series of group exercises, students will practice and evaluate skills necessary for inter-professional communication and collaboration.

GENERAL EDUCATION

In some programs of study this course meets the General Education requirement under the Personal Understanding theme.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Mental Health And Addiction Worker

1. Promote the optimal functioning of individuals and families in communities through the application of knowledge, skills, and attitudes relevant to mental health and addiction.
2. Advocate on behalf of individuals and families with mental health and addiction issues by using awareness of community resources.
3. Apply effective oral and written communication skills to enhance the quality of services.
4. Collaborate as a member of a multidisciplinary team in the implementation of individual-centred intervention strategies based on current mental health and addiction models of recovery and relapse prevention.
5. Establish effective relationships with individuals, families, and community services that adhere to professional, legal, and ethical standards and workplace policies and procedures.
6. Use effective counselling skills to promote self-efficacy and positive change with individuals and families who are experiencing mental health and addiction issues.
7. Implement personal and professional strategies to improve job performance and work relationships.
8. Use appropriate evaluation- and evidence-based research methods to enhance the effectiveness and quality of mental health and addiction service delivery.

Social Service Worker

2. identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.
3. recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.
6. develop and maintain positive working relationships with colleagues, supervisors, and community partners.
8. integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Assignments: Group project, journal, tutorials, workbook: 75%

Final Exam: 25%

PROGRAM SPECIFIC GRADING

Per College Grading System.

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required: Corey, G., Corey, M., Callanan, P., & Russell, J. (2015). Group techniques (4th ed.). Stamford, CT: Brooks/Cole, Cengage Learning.

Textbook including workbook and DVD.

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lectures, discussion, films, group exercises, workbooks, tutorials, journaling.

DELIVERY MODE

3 hours in class x 14 weeks

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive /

5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.