Douglas College

EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A.	Division:	**Instruction**		Effective Date:		**September 2004**

B.	Department / Program Area:	**Faculty of Child, Family and Community Studies/Classroom and Community Support**	Revision	**X**	New Course

If Revision, Section(s) Revised: **C, F, H**

Date of Previous Revision: **08 August 2002**
Date of Current Revision: **September 2004**

C:	**CCSD 2420**	**D**:	**Leading Groups**	**E:**	**3.0**
	Subject and Course No.		Descriptive Title		Semester Credits

F: Calendar Description: **This methods course is designed to deepen understanding and application of skills introduced in CFCS 1220, CSSW 220 or CYCC 1220. Students will have the opportunity to explore and apply the skills of group participation, design and leadership. Models that promote empowerment, self-awareness and goal achievement will be presented for examination and application to practice with groups.**

G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: **Lecture/Practice** Number of Contact Hours: (per week / semester for each descriptor) **60 hours** Number of Weeks per Semester: **2 – 15 weeks. Flexible delivery** Flexible delivery ranging over 1 to 15 weeks	**H:** Course Prerequisites: **CSSW 220 or** **CYCC 1220 or** **CFCS 1220**
	I: Course Corequisites: None **Nil**
	J: Course for which this Course is a Prerequisite **Nil**
	K: Maximum Class Size: **30**

L: PLEASE INDICATE: **Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University**

	Non-Credit
	College Credit Non-Transfer
X	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M:	Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. **Demonstrate self-awareness re: one's personal style, values, effect on others, skills and leadership qualities**
   - **Examines personal experience to identify personal style and effect on others**
   - **Reflects on personal experiences to identify personal strengths and needs**
   - **Uses inventories, video and other methods to reflect on own skill, values and attitudes, re: working in and leading groups**
   - **Shares (give and receive) feedback with others using a range of techniques**
   - **Acts effectively on feedback to meet personal goals and course outcomes**
2. **Practice a variety of roles from a range of group roles, including leadership**
   - **Practices familiar roles to strengthen abilities**
   - **Practices unfamiliar roles to develop a breadth of ability**
   - **Supports the leader function as a group member**
   - **Practices the leader role in a way that supports the needs of members and the goals of the group**
3. **Apply knowledge of group structure, process and interpersonal dynamics, including appropriate leader styles, to effectively achieve different types of goals**
   - **Applies grounding principles of participatory decision-making to group work**
   - **Contributes to the effectiveness of the decision-making by understanding the process through each stage**
   - **Reflects core values of full participation, mutual understanding, inclusive solutions and shared responsibility in the practice of group work as a member or leader**
   - **Applies methods of achieving different types of goals using matching effective styles and techniques**
4. **Apply effective thinking (problem-solving) strategies to leadership dilemmas**
   - **Communicates clearly and directly to group members about issues and dilemmas**
   - **Participates in a collaborative way to construct inclusive decisions**
   - **Applies appropriate decision-making processes to the issue at hand**

N: Course Content: The following global ideas guide the design and delivery of this course:

The following global ideas guide the design and delivery of this course.

1. **Self-awareness regarding one's personal style, values, effect on others, skills, and learning from past experiences, are essential prerequisites for skilled leadership and participation in groups.**
2. **Group work is a powerful medium for growth, change, learning or task accomplishment. Groups are of many types, for example: counselling, self-help, therapy, growth, discussion, teaching, mutual support, work teams, task, social, and ad hoc.**
3. **Groups are effective for accomplishing tasks. Understanding group dynamics and mastering group skills allows practitioners greater choice, control and flexibility in their work.**
4. **Effective communication, counselling, consultation, and problem solving skills that are relevant to work with individuals are also relevant for work with groups and for application to everyday life. Group work differs in that participants must be simultaneously concerned with individuals in the group as well as the group as an entity.**
5. **Technical skill is necessary but insufficient in itself for competent practice. Technical proficiency must be balanced with a caring attitude, acceptance of a wide range of behaviour and cultures, and respect for the rights of others including their right to self-determination.**
6. **Effective group leaders and members are versatile and continuously work to mature a wide range of skills that can be used depending on unique individual, situational and cultural variables. Effective participants have more options for interpersonal problem solving.**
7. **Effective group leaders know how, when and why a given skill is used, and they have the assertiveness to use it when appropriate.**

O: Methods of Instruction
   - **Lecture**
   - **Group Work**
   - **Student Presentations**
   - **Guest speakers**
   - **Audio-Visual Presentations**

P: Textbooks and Materials to be Purchased by Students
T.B.A.

Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.
- **Written Research Paper**
- **Group Presentations**
- **Self Assessment**
- **Classroom Activity Participation**
- **Other**

R: Prior Learning Assessment and Recognition.
This course is available for PLAR.

Course Designer(s) **Richard Norman**   Education Council / Curriculum Committee Representative

Dean**: Jan Lindsay**   Registrar