



Course Information

A: Division: Applied **Date:** 30 September 1993
B: Department: Child, Family and Community Studies **New Course:** X
Program: Child and Youth Care Counsellor, Community Social Service Worker, Community Support Worker, Visual Language Interpreter Training **Revision of Course Information Form:**

C: CFCS 320 **D: Working with Others in Groups** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credit																																	
F: Calendar Description: This methods course is designed to deepen understanding and application of skills introduced in CFCS 220, CSSW 220 or CYCC 220. Students will have the opportunity to explore and apply the skills of group participation, design and facilitation. Models that promote empowerment, mutual aid, and self-awareness will be presented for examination and application to practice with groups.	Summary of Revisions: (Enter date & section) Eg. Section C,E,F <div style="text-align: right; margin-right: 50px;"><i>221</i></div>																																		
G: Type of Instruction: Hours per Week/per Semester <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Lecture/Practice</td> <td style="width: 10%; text-align: center;">60</td> <td style="width: 30%;">Hrs.</td> </tr> <tr> <td>Laboratory</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Seminar</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Clinical Experience</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Field Experience</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Practicum</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Shop</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Studio</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Student Directed Learning</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Other</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">60</td> <td style="text-align: center;">HOURS</td> </tr> </table>	Lecture/Practice	60	Hrs.	Laboratory		Hrs.	Seminar		Hrs.	Clinical Experience		Hrs.	Field Experience		Hrs.	Practicum		Hrs.	Shop		Hrs.	Studio		Hrs.	Student Directed Learning		Hrs.	Other		Hrs.	TOTAL	60	HOURS	H: Course Prerequisites: <i>or CYCC</i> CSSW 220 or CYCC 220 or CFCS 220 I: Course Corequisites: Nil J: Course for which this Course is a Prerequisite: Nil K: Maximum Class Size: 30	
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L: College Credit Transfer College Credit Non-transfer	M: Transfer Credit: Requested: Granted: Specify Course Equivalents or Unassigned Credit as Appropriate: U.B.C. S.F.U. U. Vic. Other:																																		

Bob Shebib
 (BOB SHEBIB) **COURSE DESIGNER(S)**

B. Maller
 DIRECTOR/CHAIRPERSON

[Signature] **DIVISIONAL DEAN**

P. H. Dwyer
 REGISTRAR

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form)

TBA

Major Concepts (*global ideas and meta notions around which course is framed*)

The following 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 examples: 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.

8. Groups are effective to the extent that:
 - they have clearly defined purpose
 - a climate of trust and safety to take risks is established
 - members successfully negotiate a working relationship of mutual aid or support
 - tolerance for conflict and a means to resolve it are created.
 - individual/group needs are met
 - leaders and members have a variety of strategies and structures for problem solving

9. Group activity involves a quest for equilibrium between task-centred work and work to strengthen the effectiveness of the group. Such equilibrium does not require equality of group energy or time, but appropriate attention to the needs of each. Groups are successful to the extent that these activities are balanced.

10. Groups are dynamic; they grow and change over time. Groups tend to evolve through a number of phases (planning, beginning, work, ending). Each phase involves common as well as unique tasks and worker skills and the phases are developmental, with success at one phase dependent in part on success at previous phases. A knowledge of phase theory allows practitioners to both anticipate and to facilitate change and development.

Evaluation:

Selection of evaluation and assessment tools for this course will be based on:

- 1) Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations
- 2) A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing. i.e. oral, individual, group, narrative, research
- 3) A developmental approach to evaluation that is sequenced and progressive.
- 4) Evaluation being used as a teaching and learning tool for both students and instructors.
- 5) Commitment to student participation in evaluation through such processes such as self and peer evaluation, participation in instrument design and program/instructor evaluation.