Douglas College

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

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

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision: **26 August 2003**

C:	**CSSW 1222**	**D**:	**Counselling and Group Skills**	**E:**	**3**

Subject & Course No.	Descriptive Title	Semester Credits

F:	Calendar Description: **This methods course is designed to deepen understanding and application of skills introduced in CSSW 1122. 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.**

G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: **Lecture**	**H:** Course Prerequisites: **CSSW 1122**
		I: Course Corequisites: None **None**
	Number of Contact Hours: (per week / semester for each descriptor) **60 hours**	**J:** Course for which this Course is a Prerequisite **None**
	Number of Weeks per Semester: **Flexible delivery ranging over 9 to 15 weeks**	**K:** Maximum Class Size: **30**

L:	PLEASE INDICATE: **Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.**

     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. **Group Design and Structure**
   - **identify typical applications of groups in social service practice settings**
   - **describe the advantages, disadvantages and risks of groups**
   - **identify critical considerations for planning different types of groups where you are a member or a leader**
   - **identify variables associated with effective groups**
2. **Group Dynamics**
   - **identify and describe group dynamics, including:**
     - **norms**
     - **cohesion**
     - **process and task functions**
     - **power and influence**
     - **trust**
     - **"group think"**
     - **decision making/goal setting**
   - **identify the phases of group development**
     - **preliminary/planning**
     - **beginning**
     - **work or action**
     - **ending**
   - **describe essential skills and tasks for each phase of development**
3. **Application of Communication/Helping Skills in Social Service Settings**
   - **demonstrate a range of communication skills for use in groups, including:**
     - **supportive relationship building, including defining role, task, and purpose**
     - **exploration/probing**
     - **assertiveness**
     - **problem solving/teaching**
     - **conflict resolution**
4. **Group Leadership in Social Service Settings**
   - **describe models/types of group leadership**
   - **describe the advantages and disadvantages of different styles of leadership**
   - **examine personal leadership style**
   - **demonstrate an ability to lead a small group**
5. **Obstacles to GroupFunctioning**
   - **describe the characteristics of effective and ineffective groups**
   - **identify potential obstacles to group functioning, including:**
     - **silent members**
     - **monopolizing members**
     - **hostility**
     - **controversy and conflict**
     - **scapegoating**
     - **hidden agendas**
     - **abuse of power and authority**
     - **conflicts of interest**
   - **demonstrate strategies for addressing and overcoming obstacles**

N: Course Content: 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's 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.**
5. **Group work differs in that participants must be simultaneously concerned with individuals in the group as well as the group as an entity.**
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.**

O: Methods of Instruction
Lecture, Practice, small group work

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.
1. **Examination**
2. **Collaborative learning**
3. **Research paper**
4. **Participation**
5. **Attendance**

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

Bob Shebib

Course Designer(s) | Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay** | Registrar