Douglas College

A.	Division:	**Education**		Effective Date:		**September, 2008**

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

If Revision, Section(s) Revised: **M, Q**

Date of Previous Revision: **September 2006**
Date of Current Revision: **January 22, 2008**

C:	**CYCC 4468**	D:	**Advanced Skills with Groups in Child and Youth Care Organizations**	E: **3**
	Subject & Course No.		Descriptive Title	Semester Credits

F: Calendar Description:

Theoretical approaches and techniques related to planning and facilitation of professional groups are presented as part of the course content. Content focuses on organizational development, the function of groups in organizations and group facilitation and leadership. The student will apply theory through leading task groups in organizational development and will receive feedback on your work in a laboratory-style environment.

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 semester for each descriptor)

60 hours

Number of Weeks per Semester:

Flexible delivery ranging over 8 to 15 weeks

H: Course Prerequisites:

CYCC 3311, CYCC 3341, CYCC3621

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite

None

K: Maximum Class Size:

30

L: PLEASE INDICATE:

[ ] Non-Credit

[ ] College Credit Non-Transfer

[**X**] College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M: Course Objectives / Learning Outcomes
   Upon successful completion of this course, the student will be able to:

   1. **examine and articulate how their individual experiences and roles in groups influence their emerging group leadership style and ability**
   2. **demonstrate the development of a personal leadership style**
   3. **describe core leadership skills in group work with professional teams**
   4. **demonstrate leadership skills for professional task groups (in practice and through giving peer feedback)**
   5. **discuss the process of organizational development and the role of task groups in planning, implementing and evaluating projects**
   6. **examine processes of engagement in organizational decision-making including information sharing, cooperation, collaboration through to shared decisions**
   7. **deliver and receive peer feedback effectively**
   8. **plan, implement and evaluate task group sessions.**

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

   - **Child and youth care practitioners facilitate and participate in groups. Understanding how their life experience and temperament influences their leadership style will aid them in adapting to the professional group facilitation role.**
   - **Each child and youth care practitioner develops a personal leadership style through practice, experience and feedback.**
   - **Many core leadership skills and processes in group work are transferable from one group context to another.**
   - **Leadership and participation in task groups requires an understanding of decision making processes and decision making authority within organizations. Child and youth care workers will work in a variety of task groups with various levels of decision making and with various levels of authority to make decisions. Practice and feedback will enhance skill development.**
   - **Task groups are an important vehicle for organizational development. Task groups play a significant role in planning, implementing, maintaining and evaluating organizational development and change.**
   - **Task groups become more effective and efficient when they clearly define their function in decision-making from information sharing through to shared or complete responsibility for the final decision and employ group processes appropriate to this function. Task groups which do not clearly identify the level of decision making on particular issues often become frustrated and ineffective in the organization.**
   - **Child and youth care organizations use organizational evaluation and development processes. Many organizations are required to seek professional accreditation in order to receive program funding. Accreditation tasks are completed by task groups reporting on the organizational processes, procedures and programs of their agency.**
   - **Giving and receiving effective feedback is a central skill in effective group participation and leadership.**
   - **Each child and youth care practitioner will plan, implement and evaluate many task group sessions in their career. Practice in the development of these skills will increase their comfort level, confidence and ability as a task group member and leader.**

O: Methods of Instruction

   - **Lecture**
   - **Group Work**
   - **Student presentations**
   - **Audiovisual 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. Typical means of evaluation would include a combination of: • **written assignments** • **case evaluation** • **group presentations** **This is a Graded Course.**
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale. **This course is available for PLAR**

Course Designer(s): UCFV Course Outline adapted by :
Rita Chudnovsky, Bruce Hardy and Gary Tennant

Education Council / Curriculum Committee Representative

Dean: **Jan K. Carrie**

Registrar