Course Outline

School:	Community and Health Studies
Department:	Community Services
Course Title:	Working Effectively in Small Groups
Course Code:	DSWP 124
Course Hours/Credits:	56
Prerequisites:	CS 102
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Donald Easson
Revision Date:	Summer 2014
Current Semester:	Fall 2015
Approved by:	

_____
Chairperson/Dean

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Course Description

Effective communication skills are essential as developmental services workers typically work with a variety of people in group settings. Groups may include coworkers, persons with intellectual disabilities, family members, and community members. This course uses a combination of experiential and reflective approaches to enhance skill development. Students work in groups to develop communication skills, manage interactions, practice decision making skills, and apply problem-solving strategies. Reflection activities provide opportunities for students to analyze group experiences to determine the impact and effectiveness of group interaction.

Program Outcomes

Successful completion of this and other courses in the program culminates in the achievement of the Vocational Learning Outcomes (program outcomes) set by the Ministry of Training, Colleges and Universities in the Program Standard. The VLOs express the learning a student must reliably demonstrate before graduation. To ensure a meaningful learning experience and to better understand how this course and program prepare graduates for success, students are encouraged to review the Program Standard by visiting http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/. For apprenticeship-based programs, visit http://www.collegeoftrades.ca/training-standards.

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Describe the elements of communication that affect group process.
2. Explain the purpose of different roles in group functioning.
3. Develop strategies to improve group process and function.
4. Analyze the impact of group experiences using group communication theories.
5. Prepare a personal development plan to refine leadership skills.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
11. Take responsibility for one's own actions, decisions, and consequences.

There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.

There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.

Text and other Instructional/Learning Materials

Text Book(s):

Title: Communicating in Small Groups: Principles and Practices

Author: S. Beebe, J. Masterson

Edition: 11th

Publisher: Pearson Education Inc.

Evaluation Scheme

⇨ Test #1: Individual and group tests consisting of short answer and multiple choice questions.

⇨ Test #2: Individual and group tests consisting of short answer and multiple choice questions.

⇨ Process Records: Analysis of weekly group communication process and function.

⇨ Group Development Paper: Description and analysis of personal and group development throughout semester.

⇨ Leadership Reflection: Reflection and plan for change on development of leadership skills.

⇨ Identities and Communities: Reflection on factors influencing individual and community identities.

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Test #1	1, 2	1, 9, 11		20
Test #2	1, 2	1, 9, 11		15
Process Records	1, 2, 3, 4	1, 11		25
Group Development Paper	1, 2, 3, 4, 5	1, 11		25
Leadership Reflection	5	1, 11		10
Identities and Communities		1, 11	2	5
Total				100%

If students are unable to write a test they should immediately contact their professor or program Chair for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official College photo identification or they may be refused the right to take the test or test results will be void.

Student Accommodation

It is College Policy to provide accommodation based on grounds defined in the Ontario Human Rights Code. Accommodation may include modifications to standard practices. Students with disabilities who require academic accommodations must register with the Centre for Students with Disabilities. Students requiring accommodation based on other human rights grounds should talk with their professors as early as possible. Please see the Student Accommodation Policy.

Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.
- Dictionary use is not permitted in test or examination settings.

Program or School Policies

N/A

Course Policies

Evaluation

A 'C' grade is required for successful completion of this course.

Written Work

All assignments must be typewritten and error free. Handwritten assignments will not be accepted unless requested by the course instructor.

Students are responsible for keeping copies of all assignments and submitted documents. Please ensure that you save print or electronic copies of all assignments and/or other documents prior to submitting them for grading.

Students may be required to re-submit print or electronic copies of assignments/other documents with a minimum 24-hour notification period.

Missed Tests, In-class Assignments and Take-home Assignments

Students who do not submit assignments by the required due dates or students who miss in-class tests or assignments due to exceptional circumstances, must contact faculty immediately (within 24 hours) and negotiate alternative arrangements. Written documentation of exceptional circumstances is required to be considered for make-up tests or late extensions without penalty.

The documentation required to substantiate exceptional circumstances will be considered on a case-by-case basis by course faculty.

In the case of an emergency, students are responsible for contacting the faculty as soon as possible before/after the missed test or assignment to request alternate arrangements. Failure to communicate in a timely manner (normally within 48 hours) could result in a failing grade on the assignment or test. Tests or assignments cannot be rewritten after the faculty has returned the test or assignment.

Please refer to the accommodation policies http://www.centennialcollege.ca/sitesearch.aspx?q=accomodation+policy) for information regarding negotiated accommodation on medical, religious or family grounds. Student Relations is available to advise students of accommodation supports and services including how to access these support services (http://www1.centennialcollege.ca/StudentRelationsOffice).

*Written documentation is required to support claims of exceptional circumstances, i.e. illness, family emergencies, etc., or prior negotiation of accommodation in collaboration with the faculty member and the Centre for students with Disabilities and/or Student Relations.

Late Assignment Policy

Late assignments submitted without acceptable documentation, contact with the instructor, or negotiated extensions are calculated at a 10% grade deduction per day late.

Lab Expectations

Developing effective communication skills and working productively in groups are essential in the developmental services field. To practice these skills, students work collaboratively with each other in a small group to complete assigned work. During lab class, students have opportunities to work cooperatively, find constructive ways to deal with challenges, and apply theory to real group situations. Full participation is expected in all lab classes.

Readings

Weekly readings are outlined in the Topical Outline. Students are expected to complete the weekly readings before theory and lab classes. These weekly readings form the basis of the experiential learning in the lab.

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty may result in a failing grade on the assignment/course, suspension or expulsion from the college.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

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Topical Outline (subject to change):

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
1	Course Introduction	Course Package	1. Review the Course Outline 2. Discuss Assignment Package 3. Review lab guidelines	1. Icebreaker 2. Lecture 3. Class discussion		
2	1. Introducing Group and Team Principles and Practices 2. Process Records	1. Chapter 1 2. Process Records	1. Define small group communication 2. Describe characteristics of effective groups 3. Identify different types of small groups 4. Review process record guidelines	1. Lecture 2. Discussion 3. Exercises 4. Role plays		
3	1. Small Group Communication Theory 2. Group Formation 3. Process Records	1. Chapter 2 2. Chapter 3 3. Assignment Package	1. Explain purpose of small group communication 2. Describe theoretical perspectives of group communication 3. Identify purpose of groups 4. Discuss approaches to establish mutuality of concern 5. Explain factors in group attraction 6. Review process record requirements 7. Write process record from lab experience	1. Lecture 2. Discussion 3. Exercises 4. Role plays	Due: Process Records	
4	1. Managing Conflict 2. Process Records	Chapter 8	1. Identify types of conflict 2. Explain impact of diversity on conflict 3. Describe different conflict management styles 4. Examine strategies to deal with difficult group members 5. Review process record guidelines	1. Lecture 2. Discussion 3. Exercises 4. Role plays	Due: Process Records	
5	Preparing to Collaborate	Chapter 4	1. Develop discussion plans 2. Prepare different types of questions for discussions 3. Explain reasoning strategies to reach logical conclusions 4. Analyze evidence in group discussion	1. Lecture 2. Discussion 3. Exercises 4. Role plays	Due: 1. Process Records 2. Leadership Reflection	
6	Relating to Others in Groups and Teams	Chapter 5	1. Identify characteristics of various roles in small groups 2. Describe development of group norms 3. Explain effects of power on group process 4. Identify factors that promote trusting relationships with group members 5. Describe effects of culture on group interaction	1. Lecture 2. Discussion 3. Exercises 4. Role plays	Due: 1. Process Records 2. Lab Learning Contract	
7	Making Decisions and	Chapter 10	1. Identify elements of group decision making	1. Lecture	Due: Process	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	Solving Problems		2. Explain three approaches to group problem solving 3. Discuss strategies to increase collaboration among culturally diverse group members	2. Discussion 3. Exercises 4. Role plays	Records	
8	Test #1	Handout	1. Complete individual test 2. Collaborate with group members to complete group test	1. Individual work 2. Group work	Due: Test #1	
9	Group Development Paper	Assignment Package	1. Review guidelines of assignment 2. Develop outline for group development paper	1. Discussion 2. Individual work	Due: Process Records	
10	Improving Group Climate	Chapter 6	1. Describe behaviours that contribute to defensive and supportive group climates 2. Discuss types of responses that affect group communication 3. Explain factors that shape group cohesiveness	1. Lecture 2. Discussion 3. Exercises 4. Role plays	Due: Process Records	
11	Leadership	Chapter 9	1. Describe perspectives of leadership 2. Explain transformation leadership	1. Lecture 2. Discussion 3. Exercises 4. Role plays	Due: 1. Process Records 2. Leadership Reflection	
12	Using Problem Solving Techniques	Chapter 11	1. Explain prescriptive problem solving strategies 2. Describe reflective thinking approach to problem solving 3. Discuss question oriented approaches to problem solving	1. Lecture 2. Discussion 3. Exercises 4. Role plays	Due: 1. Process Records 2. Identities and Communities	
13	Creativity	Chapter 12	1. Describe myths about group creativity 2. Identify barriers to creativity 3. Explain principles of group creativity 4. Describe techniques to enhance creativity	1. Lecture 2. Discussion 3. Exercises 4. Role plays	Due: 1. Group Development Paper (theory class) 2. Group Member Evaluation (lab class) 3. Process Records	
14	Test #2	Handout	1. Complete individual test 2. Collaborate with group members to complete group test	1. Individual work 2. Group work	Due: Test #2	

communication among a small group of people who share a common purpose, who feel a sense of belonging to the group, and who exert influence on one another. human communication. the process of making sense out of the world and sharing that sense with others by creating meaning through verbal and nonverbal messages. Â a person who is able to interact appropriately and effectively with others in small groups and teams. motivation. an internal drive to achieve a goal.