

Course Information



Date: 30 September 1993

A: Division: Applied

B: Department: Child, Family and Community Studies

Program: Child and Youth Care

Service Worker, Community Support Worker

Language Interpreter Training

20, 2509, 220

working with Others in groups

Semester Credit	Subject & Course No.	Descriptive Title
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course is designed to develop understanding and application of skills and knowledge in the area of working with others in groups. This methods course is designed to develop understanding and application of skills and knowledge in the area of working with others in groups. This methods course is designed to develop understanding and application of skills and knowledge in the area of working with others in groups. This methods course is designed to develop understanding and application of skills and knowledge in the area of working with others in groups.

Lecture/Practice	60 Hrs	CSSW 220 or CYCC 220 or FECS 220
Laboratory		
Course Co-requisites:		Nil
Clinical Experience	Hrs.	
Field Experience	Hrs.	
Practicum	Hrs.	

to be Purchased by Students (Use

N. Textbooks and Materials
Bibliographic Form)
TBA

Major Concepts

(is framed)

The following ideas guide the design and delivery

... style, values, effect on others, skills,
... and participation in groups.

1. Self awareness regarding one's personal leadership

... work is a powerful medium for growth, change, learning or task

2. Group work

... and information. Group skills include energy, control, and...
... and problem solving skills.

... individuals are also relevant for work with

... that are relevant to work with in

... groups and/or application to everyday life. Group work...
... participants must have an understanding of the...
... as a service to the group as a whole.

Groups are effective to the extent that they have clearly defined objectives and 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. Teachers and members have a variety of strategies and structures for problem solving.

Group activity involves a quest for equilibrium between task-centered work and work to strengthen the effectiveness of the group. Such equilibrium does not require equalizing group energy or time, but appropriate attention to the needs of each group. 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.

