

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A.	Division:	Instruction	Ef	fective Date:		September 2004		
В.	Department / Program Area:	Faculty of Child, Family and Community Studies/Classroom and Community Support	Re	evision	X	New Course		
				Revision, Section(s) evised:		C, F, H		
				ate of Previous Revision ate of Current Revision		08 August 2002 September 2004		
C:	CCSD 2420	D: Leading Gro				E: 3.0		
	Subject and Cou	rse No. Descript	ive Ti	tle	Sen	nester Credits		
F:	Calendar Description: This methods course is designed to deepen understanding and application of skills introduced in CFCS 1220, CSSW 220 or CYCC 1220. Students will have the opportunity to explore and appl0 0 s awareness and goal achievement 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:		H:	Course Prerequisites: CSSW 220 or CYCC 1220 or CFCS 1220	:			
	Lecture/Practic	Lecture/Practice		Course Corequisites: Nil	None			
	Number of Contact Hours: (per week / semester for each descriptor)		J:	I: Course for which this Course is a Prerequisite Nil				
	 60 hours Number of Weeks per Semester: 2 – 15 weeks. Flexi: 							
				30				
L:	PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University Non-Credit							
	College Cr	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. Demonstrate self-awareness re: one's personal style, values, effect on others, skills and leadership qualities

Examines personal experience to identify personal style and effect on others Reflects on personal experiences to identify personal strengths and needs Uses inventories, video and other methods to reflect on own skill, values and attitudes, re: working in and leading groups Shares (give and receive) feedback with others using a range of techniques Acts effectively on feedback to meet personal goals and course outcomes

- 2. Practice a variety of roles from a range of group roles, including leadership Practices familiar roles to strengthen abilities Practices unfamiliar roles to develop a breadth of ability Supports the leader function as a group member Practices the leader role in a way that supports the needs of members and the goals of the group
- 3. Apply knowledge of group structure, process and interpersonal dynamics, including appropriate leader styles, to effectively achieve different types of goals

Applies grounding principles of participatory decision-making to group work Contributes to the effectiveness of the • decision-making by understanding the process through each stage

Reflects core values of full participation, mutual understanding, inclusive solutions and shared responsibility in the practice Prac2 0 Taderproceilstf0:fgrlg decilgr itesog deuotestes-

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.				
	Written Research Paper	•			
	Group Presentations	•			
	Self Assessment	•			
	Classroom Activity Participation	•			
	Other	•			
R:	Prior Learning Assessment and Recognition.				
	This course is available for PLAR.				

Course Designer(s) Richard Norman

Education Council / Curriculum Committee Representative

Dean: Jan Lindsay

Registrar

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