

Justice Institute of British Columbia COURSE OUTLINE

Course Code: COUNS110

Course Title: Facilitating Effective Group Process

Prerequisite Courses:

School: School of Community and Social Justice

Division/Academy/Centre: Centre for Counselling and Community Safety- Counselling and Capacity Building

Previous Course Code & Title:

Course First Offered:

# of Credits:	1.0
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Course Description:

The success of psycho-educational programs and therapy groups depends on the facilitation skills of those leading the process. Effective facilitators have skills of engagement that can both keep participants in the room and engage them in a process of learning and change. A group setting can challenge even the most skilled professionals. This two day course will focus on developing skills to facilitate group process. Topics include: building a therapeutic alliance; creating an effective learning environment; understanding group development; facilitating group process; working with mandated and reluctant participants; managing difficult challenges; and working with a co-facilitator.

Course Goal(s):

At the end of this 2 day, 14 hour course, participants will be able to effectively facilitate a psycho-educational group for adult participants and maximize attendance and completion rates in group programs.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Identify strategies for effective engagement of adult participants in a process of learning and personal change.
2. Identify strategies for working with reluctant and mandated clients.
3. Identify strategies for maximizing responsiveness, attendance and completion rates.
4. Feel increased confidence in the ability to respond to challenges and effectively facilitate psycho-educational groups.
5. Identify personal strengths and areas for development for purposes of supervision and on-going skill development.
6. Understand the dynamics of effective co-facilitation

7. Identify strategies for balancing acceptance and invitations to change.
8. Understand the complexities of group facilitation.
9. Identify strategies for recognizing and responding effectively to emotional and physical challenges of group facilitation (participant and facilitate
10. Identify strategies for keeping participants present in mind and body.

Course Topics/Content:

- Creating an effective learning environment
- Group development
- Therapeutic alliance in groups
- Engaging the mandated or reluctant participant
- Humour and “entertainment” skills
- Identifying and working with challenges
- Managing anxiety and other difficult emotions (participant and facilitator)
- Working with non-uniform learning and stages of change
- Co-facilitation skills
- Emotionally intelligent facilitation
- Balancing acceptance and invitations for change

Text and Resource Materials: Use APA style; specify chapters where applicable. ([Style](#))

Required:

Recommended:

Course Level:

x	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

Comments on Delivery Methods:
Course Grading System:

Letter Grades	Percentage	x	Pass/Fail
Complete/Incomplete	Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

100% attendance in all classes.

Active contribution in large and small group discussions and activities.

Other Course Guidelines, Procedures and Comments:

View the Justice Institute of BC Policies listed below at:

[://www.jibc.bc.ca/studentServices/main/AcademicServices/policies](http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies).

Access Policy
 Harassment Policy
 Prior Learning Assessment Policy

Academic Appeals Policy
 Intellectual Property Rights Policy
 Research on Human Subjects: Ethics

Student Code of Conduct Student Records

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

[://www.jibc.ca/programs-courses/jibc-calendar/academic-](http://www.jibc.ca/programs-courses/jibc-calendar/academic-)

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

[://www.jibc.ca/programs-courses/jibc-calendar/student-](http://www.jibc.ca/programs-courses/jibc-calendar/student-)

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.

