

Department of: Health and Leisure

Course No. RC 440

Title of Course: Facilitation of Group Development

New: X

I. Catalog Description and Credit Hours: Applies experiential education theory in group settings. Focus is on designing and facilitating experiences which incorporate critical reflection, problem-solving and decision-making skills. (3 credit hours)

II. Prerequisites: None

III. Course Objectives:

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

- A. Articulate leadership styles and their application in developmental settings.
- B. Assess group needs/goals and design experiences to meet particular needs/goals.
- C. Design and facilitate experiential activities to foster development of teamwork, cohesiveness, and synergy.
- D. Explain and apply the principles of experiential education.
- E. Identify and define objectives and values of leisure activities.
- F. Identify and classify appropriate activities for individuals at various developmental stages.
- G. Describe the mechanics of planning a teambuilding workshop through collaboration with committees and other groups.
- H. Demonstrate knowledge and ability to work within a small group setting to plan, organize, conduct, and evaluate a workshop or event.
- I. Articulate the importance of and apply the ethical considerations necessary for effective facilitation of groups.

IV. Expectations of Students:

- A. Each student will participate actively in class discussions.
- B. Each student will complete course assignments and examinations.
- C. Each student will participate in the selection and conduct of initiatives and experiential tools.
- D. Each student will maintain a reflective journal throughout the semester on the facilitation process and techniques.
- E. Each student will develop a portfolio of initiatives and other learning tools.

V. Course Content:

- A. Leadership and Group Dynamics
 1. Leadership Styles & Theory
 2. Leadership and Human Development
 3. Elements of Groups & Group Roles
 4. Stages of Group Development
 5. Communication in Groups

Hours

6

B.	Experiential Education	14
1.	Experiential Education Theory	
a.	Rationale for Fostering Growth	
b.	Instructional Methods	
c.	Phases of the Learning Experience	
2.	Process of Facilitation	
a.	Importance of Transfer of Learning	
b.	Empowering Participants	
c.	Facilitation Guidelines and Styles	
3.	Basic Facilitation Techniques	
a.	Discussion Techniques	
b.	Alternative Reflections and Nonverbal Methods	
c.	Debriefing the Experience	
d.	Frontloading the Experience	
4.	Advanced Facilitation Techniques	
a.	Using Metaphors in Framing Experiences	
b.	Flexible Leadership Styles	
c.	Experience-Based Judgment	
5.	Facilitation Roles	
a.	Assess Needs/Goals	
b.	Construct Change Processes	
C.	Experiential Education Tool-Building	20
1.	Awareness Activities	
2.	Trust and Communication Activities	
3.	Challenge Activities	
4.	Problem-Solving Initiatives	
5.	Group Activities	
a.	Arts & Crafts	
b.	Music & Dance	
c.	Drama & Storytelling	
6.	Design and Administration of Experiential Workshops	
a.	Matching Tools to Goals/Outcomes	
b.	Designing Workshops to Meet Needs	
D.	Professional Ethics in Facilitation	5
1.	Kitchener's Model of Ethical Decision-Making	
2.	Ethical Guidelines for Group Facilitators	

Total: 45 Hours

VI. Textbook:

- A. Bennis, W. (2001). *The future of leadership: today's top leadership thinkers speak to tomorrow's leaders*. San Francisco, CA: Jossey-Bass Inc.
- B. Luckner, J.L. & Nadler, R.S. (Eds.). (1997). *Processing the experience: Strategies to enhance and generalize learning*. (2nd ed.). Dubuque, IA: Kendall/Hunt Publ.

VII. Basis for Student Evaluation:

A.	Class Participation	10%
B.	Group Facilitation Projects	25%
C.	Examinations	
	1. Midterm	15%
	2. Final	20%
D.	Journal	15%
E.	Portfolio	15%