

Rowan College at Burlington County
Liberal Arts Division
Fall 2019

Introduction to Group Dynamics PSY 105-100 3 credits

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Human Services Program: <http://www.rcbc.edu/human-services>

Faculty Page: <https://sites.google.com/a/rcbc.edu/brina-sedar/>

Human Services Club Facebook Group: Rowan College at Burlington County Human
Services Club

I am available for anyone who would like assistance with meeting the course requirements or succeeding in the field of Human Services. Please do not hesitate to speak with me.

PSY 105 Introduction to Group Dynamics

Educational hours approved by Addiction Professionals Certification Board of New Jersey, Inc., Approval # 261201819C105, 205 Group Counseling 6 hours

RIGHT OF REVISION: Rowan College at Burlington County and the instructor of this course reserve the right to make any necessary and reasonable changes to this document.

Course Description: This course focuses on group functioning and leadership and the factors involved in group cohesion and group conflict, communication systems, emotional styles, and group role function. It examines how to design and facilitate task groups and therapy groups.

COURSE LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

Facilitate learning experiences in group settings

Conduct activity programs

Plan group therapy sessions

Discuss staff development training

Facilitate group problem solving and decision making

**GENERAL EDUCATION OUTCOMES IN
THIS COURSE:**

Written and Oral Communication:
Communication

* Students will communicate
meaningfully with a chosen audience
while demonstrating critical thought.

Global and Cultural Awareness: Diversity

* Students will be able to examine how
multicultural societies and peoples help
engender a richer understanding of
diverse life experiences.

Text: Toseland, R. and Rivas, R. An Introduction to Group Work Practice, Allyn and
Bacon. 8/e

CORE COURSE CONTENT

Introduction to the course and the study of Group Dynamics
Theories of Group Dynamics
Understanding Group Dynamics
Leadership and Diversity
Planning the Group
The Beginning Stages of the Group
Individual and Group Assessment
Middle Stage Skills
Intervention with Individuals and the Group
Task Groups
Ending and Evaluating Group Work

Web Enhancement

This course is web enhanced. For successful completion of the course, it is imperative that the student access the course in Blackboard and become fully familiar with the various resources and functions available online. All class handouts, Power Point slides, videos and other materials are available only through Blackboard. Please make certain to log onto Blackboard and explore the online components of the course at the start of the semester. It is recommended that you bring all course materials with you to class either by printing them in hard copy or by bringing an electronic device that grants access to Blackboard.

Recorded Power Point Presentations: This course contains PowerPoint presentations with a recorded audio component. Students may be assigned to listen to lectures outside of class. Time requirements for each assignment are included with the PPT title. As such, you will need access to PowerPoint and a computer with speakers or a headset. You may listen to the presentations in the Computer Lab if you bring a headset. A PowerPoint viewer can be downloaded for free from Microsoft's website:

<https://www.microsoft.com/en-us/download/details.aspx?id=13>

Each slide may be viewed as often as necessary to learn the material and may serve as a good refresher before exams.

Steps to Viewing a Recorded Lecture on PowerPoint:

1. Print the slides to enable efficient notetaking.
2. Download the presentation from Blackboard. (You know the presentation is recorded because the time requirement is stated on the title of the presentation.)
3. Click "Enable Editing"
4. Beginning with Slide #1, put the presentation on "Slideshow" mode.
5. You should hear the audio component begin and the slides will progress from one slide to the next.
6. Troubleshooting:
 - a. If you are not hearing the audio you need to make certain your speakers / headset are set properly with the volume control turned up and the presentation has been set to "Enable Editing"
 - b. Presentations are large files and take time to download. Be patient. Most students are able to use laptops and tablets although smart phones do not normally allow for this.
 - c. If your system does not meet the standard requirements, use a computer in the computer lab. A headset is required.

Structure of the Course: This course combines multiple mediums for learning. Each week of the course will combine lecture and interactive learning experiences including group facilitation, participation and training. Upon completion of this course students can expect to be able to work with a range of group types in professional settings. Work completed during this course may be added to a professional portfolio and used to enhance career skills.

Course Requirements:

Midterm Examination	25% of final grade
Final Examination	25% of final grade
Focal Group Proposal / Design	25% of final grade
Group Facilitation & Group Activity	25% of final grade
Attendance and Preparation for Class	Required to be eligible for a grade of an A

Attendance Policy

Students are required to attend all class periods for the full duration of each such instructional session. Grade penalties for absence will be imposed when a student exceeds a ten-percent absence rate, not to exceed 10% of the final grade. As such, a student who misses 10% or more of the class time (3 daytime classes or 1.5 evening classes) will not have earned sufficient attendance and participation credit and will be

ineligible to earn a final grade of an A regardless of scores on tests and other assignments. This includes time missed from class due to absence, lateness, leaving early and extended breaks.

Special Note for Students Receiving Financial Aid and/or Veterans Aid: Attendance will be reviewed by Financial Aid and Veterans Aid programs, and benefits will be contingent upon compliance with the program's regulations.

Preparation for Class

Assignments for each unit are detailed in this syllabus and provided for in Blackboard. In advance of each unit, students are expected to read all assigned readings, review assigned materials and print for class or bring in electronic format the information that is required.. Students who fail to satisfy the preparation requirement will be ineligible to earn an A for the semester as inadequate preparation credit will have been earned. Attendance and participation are required. Active involvement in the classroom experience may benefit the final grade for the course. Students are responsible for work missed due to absence from class. If you decide to withdrawal from the course it is necessary to complete the official withdrawal process. Failure to complete the requirements of the course could result in a failing grade.

Structure of Exams: The midterm and final exams each consist of 25 objective questions Objective questions are definitional, factual and conceptual. A comprehensive review will be provided prior to both exams.

Focal Group Proposal / Design

This is the project for the semester and will be due in writing by the 13th week of the semester. The purpose of this assignment is to provide you experience with the planning of a group that may be used for professional purposes and included in your portfolio.

A group is designed to provide psychosocial and educational assistance to the group members. Guidelines for writing group proposals are outlined in the appendix of the textbookpages 455 – 461 and in the Power Point presentation Focal Group Design posted on Blackboard. To guide you through the process, we will be reviewing the components of the group proposal in class. It is strongly suggested that you begin working on the proposal as we cover the material in class.

This assignment begins with the selection and research a population of interest. This may be a population of persons you are presently working with or have interest in working with in the future. For the purpose of this assignment, it is recommended that the focus remains simple. **DO NOT SELECT A HIGH RISK POPULATION OR ONE THAT REQUIRES ADVANCED TRAINING BEYOND YOUR CURRENT COMPETENCE.** Examples of appropriate populations include a social group for retired seniors, a growth group for students transitioning from high school to college, a skill building group for young adults, a workplace training group, a social skills building group for singles, etc.

Focal Group Proposal

Criteria	3	2	1	0
Organization	Proposal is organized into logical sections.		Proposal is not well organized and important data is difficult to locate.	Proposal is disorganized.
Completeness	All required proposal components are present and supplementary materials enhance the proposal.	All required proposal components are present.	Proposal is missing key components.	Proposal is incomplete.
Neatness	Proposal is formatted so that information is easily found. All sections have clearly labeled headings.	Proposal is missing headings but pages are still neatly organized with no loose pages.	Proposal is missing the headings and / or loose pages are present.	Proposal is unprofessional in appearance.
Written Expression	Written proposal is free of spelling and grammatical errors.	Proposal contains some spelling or grammatical errors.	Proposal contains numerous spelling or grammatical errors.	Proposal contains significant spelling or grammatical errors.

A well designed proposal will provide all the information a person needs to facilitate the group. The following outline may be used to complete a focus group proposal:

Outline for planning a group:

1. **Overview** - Introductory paragraphs explaining the group. Summarize the issues and relevant research to justify the value of the proposed group. Literature review on the social problem being addressed in the paper. Literature review on the group work methods that have been used to address the social problem.
2. **Purpose:** Purpose of the group and goals. Identify three things a person can expect to gain as a result of group membership.
3. **Role** of the worker in the group (e.g., chair, facilitator, therapist). Qualifications of facilitator(s) - Solo or co-facilitation, Roles of co-facilitator.
4. **Agency Sponsorship:** The type and mission of an agency that would fit with the group's purpose.
5. **Membership:** Target population for the group—who you would like to reach. Appropriateness of the population with respect to the agency mission and group purpose.
6. **Recruitment:** Method(s) for recruiting members. You may include a sample announcement such as the one on page 455 of the textbook.
7. **Composition:** Criteria for including or excluding members.
8. **Member Characteristics:** What characteristics you would like group members to be heterogeneous on, and what characteristics homogeneous, and why.
 - Size: Open or closed membership.
 - Demographic characteristics important to group purpose.
 - How will the expected composition affect interaction or group development?
 - Include age, gender, ethnicity/race, sexual orientation, disability or any other special considerations that may affect the composition.
9. **Norms and Roles:** What are the most important group norms you would like to develop?
10. **Orientation:** Whether potential members will be screened, and if so, how and for what characteristics. Preparation for group membership and roles (e.g., pre-group interview or letter, discussion at beginning of group). Needs Assessment.
11. **Contract:** Describe and justify the number of meetings, frequency, length, and times for meetings. If appropriate, depending on the type of group, describe the types of contracts with individual group members, or the group as a whole that you would try to foster.
12. **Environment:** Physical arrangements (room, space, materials, room set-up, other considerations. Financial arrangements (budget, supplies, expense, charges, income) and any special arrangements (child care, transportation, access for persons with physical handicaps, etc.).
13. **Structure:** How will the group conduct its work? (e.g., discussion group, arts-and-crafts, exercises, role plays, assignments, handouts, etc.). Will there be a structure for each group meeting? How will the structure help the group achieve its' goals.

Group Facilitation & Group Activity: Eight class periods of the semester are dedicated to experiential learning that allows the student an opportunity to experience a group both as a participant and as a group facilitator. 25% of the semester grades is based upon successful completion of this assignment. Credit is earned through the following:

- Attendance and participation in group meetings
- Planning and facilitating or co-facilitating a group meeting
- Conducting a group exercise or activity appropriate for the content and population of the group membership

Students will carry out the actions necessary to form a group, including but not limited to determining group type, purpose, size, and leadership; recruiting and selecting members; establishing group goals and clarifying behavioral ground rules for participating; identifying outcomes; and determining criteria and methods for termination of the group.

Requirements for the First Group Meeting: The first time students form as a group it will be a leaderless group. Although natural leaders emerge, the course design will allow everyone opportunity to lead the group. As a leaderless group you have several tasks to accomplish during the initial meeting. These guideline will assist with assuring an enriched group experience.

- Introduction of all group members. Tell the group who you are and some information about yourself.
- Based upon who is in the group, determine an appropriate focus of the group.
What
will the topic of the group's focus? Will it be a general support group for personal concerns? A skill building group such as assertiveness training or a personal growth and development group?
- Determine the goals of the group.
- Determine the rules of the group. How will feedback to group members be provided? How will such problems as lateness or absenteeism be addressed?
- Designate a schedule for group facilitation or co-facilitation of the group.

Group Facilitation Assessment Rubric

Criteria	3	2	1
Attendance and Participation	Student attended timely and participated in 8 group meetings.	Student missed a meeting or was late for two meetings.	Student had multiple absences and / or lateness.
Facilitation	The student demonstrated professional facilitation or co-facilitation of the group by arriving early, organizing the space, starting and ending the group on time, preparing the use of time to meet the objectives of the session and facilitating a planned group exercise.	The student needs improvement in facilitation or co-facilitation of the group in one or two of the following facilitator responsibilities: arriving early, organizing the space, starting and ending the group on time, preparing the use of time to meet the objectives of the session and facilitating a planned group exercise.	The student needs improvement in facilitation or co-facilitation of the group in three or more of the following facilitator responsibilities: arriving early, organizing the space, starting and ending the group on time, preparing the use of time to meet the objectives of the session and facilitating a planned group exercise.

The designated facilitator is responsible for all preparation and planning of the group session including managing the entry of new members and the transition of exiting members, if needed. Facilitate group growth within the established ground rules and movement toward group and individual goals by using methods consistent with group type.

This course adheres to the grading standard of Rowan College at Burlington County:

A Mastery of essential elements and related concepts, plus demonstrated excellence or originality.

B+ Mastery of essential elements and related concepts, showing higher level understanding.

B Mastery of essential elements and related concepts.

C+ Above average knowledge of essential elements and related concepts.

C Acceptable knowledge of essential elements and related concepts.

D Minimal knowledge of related concepts.

F Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

Course Schedule: Please note, the dates are subject to change without notice.

Week 1 Introduction to the course and the study of Group Dynamics, assigned reading chpt. 1

Handouts: "155 Exercises: A Starting Point For Leading Structured Groups", Russell

"Practical Strategies For Planning Therapy Groups", Corey

Identify the stages of group development and describe the features of each; (initial, transition, working, final) as well as, the counselor's tasks at each stage.

Define group process and the types of groups. 4.

Identify and explain the three processes which individuals must experience in order to benefit from groups.

Week 2 Theories of Group Dynamics, assigned reading chpt. 2

Handouts: Examples of structured focal groups

Week 3 Understanding Group Dynamics, assigned reading chpt. 3

Group Meeting Session 1

Handout: "A Group Therapy Need Assessment Survey", Schlosser

Week 4 Leadership and Diversity, assigned reading chpts. 4 & 5

Group Meeting Session 2

Identify and explain styles of leadership and leadership functions.

Identify and demonstrate facilitation techniques used by group leaders

Use culturally appropriate strategies for group counseling with application to clients with substance use disorders.

Week 5 Planning the Group, assigned reading chpt. 6

Group Meeting Session 3

Week 6 The Beginning Stages of the Group, assigned reading chpt. 7

Group Meeting Session 4

Week 7 Midterm Exam Review and Midterm Exam

Group Meeting Session 5

Week 8 Individual and Group Assessment, assigned reading chpt. 8

Group Meeting Session 6

Describe and summarize the client's behavior within the group to document the client's progress and identify needs and issues that may require a modification in the treatment plan.

Week 9 Middle Stage Skills, Managing Difficult Member and Group Behaviors, assigned reading chpt. 9

Group Meeting Session 7

Learn leader interventions in response to urgent/critical group issues and develop skills for dealing effectively with problematic group members

Understand the concepts of process and content, and shift the focus of the group when such a shift will help the group move toward its goals.

Week 10 Intervention with Individuals and the Group, assigned reading chpt. 10

Group Meeting Session 8 / Closure of the Group

Week 11 Task Groups, assigned reading chpts. 11 & 12

Week 12 Ending and Evaluating Group Work, assigned reading chpts 13 &

14

Week 13 Group designs review

Week 14 Group design review and Final Exam review

Week 15 Final Exam

Final exam is scheduled during final exam week. Please note the schedule change during final exams week.

College Policies

In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. These documents can be accessed at <http://www.rcbc.edu/publications>. Important policies and regulations include, but are not limited to, the following:

- Grading Standards
 - o Withdraw (W) and Incomplete Grades (I & X)
 - o Withdrawal date for this semester
- Student Code of Conduct
- Use of Communication and Information Technology
- College Attendance Policy
 - o Students are required to attend all class, clinical, laboratory, and studio sessions for the full duration of each such instructional session. Faculty are required to take attendance, and grade penalties for absence will be imposed when a student exceeds a ten percent absence rate, not to exceed 10% of the final grade. For further information please refer to the current catalog.
- Academic Dishonesty/Plagiarism
 - o Specifically, the term “plagiarism” includes, but is not limited to, the use by paraphrase direct quotation, of the published or unpublished work or sections of a

work of another person without full and clear acknowledgement, whether intentional or not. This includes any material copied directly or paraphrased from the internet. Plagiarism also constitutes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, including material taken from or ordered through the Internet. For more information on academic dishonesty/plagiarism see Board Policy #903-C.

Office of Student Support and Disability Services

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and the ADA Amendments Act, the Student Support Services Office's mission is to ensure all students with disabilities are provided access to educational and extracurricular activities while on college premises through support in the form of reasonable accommodations such as adaptive technology, counseling, note-taking assistance, and American Sign Language interpreters. Students who have disabilities must self-identify, provide documentation of disability(ies), attend an intake appointment, and sign a Disability Release Form (rcbc.edu/studentsupport) prior to the start of the semester to ensure reasonable accommodations. For more information please contact the Office of Student Support at ext. 1208. For additional information on this policy please refer to the current catalog.

Educational Technology Statement

Rowan College at Burlington County (RCBC) advocates the use of technology to enhance instruction. Students should assume that classroom and online technology will be used throughout their coursework at RCBC, as it will most certainly be used in their future education and careers. The College provides on-campus facilities for the convenience of the RCBC community. Various college departments, including the Office of Information Technology and the Office of Distance Education, provide technology training and assistance to faculty and students.

Student Success Services

RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook and on the RCBC website at <http://www.rcbc.edu/students>.

- Academic Advising (<http://www.rcbc.edu/advising>)
- Career Services (<http://www.rcbc.edu/careers>)
- EOF (<http://www.rcbc.edu/eof>)
- Financial Aid (<http://www.rcbc.edu/financialaid>)
- International Students Office (<http://www.rcbc.edu/international>)
- Library (<http://www.rcbc.edu/library>)
- Office of Veteran Services (<http://www.rcbc.edu/vets>)
- RCBC Foundation (please view the Foundation web page for scholarship information: <http://rcbc.edu/foundation>)
- RCBC bookstore (<http://www.rcbc.edu/bookstore>)

- Rowan University Partnership (<http://www.rcbc.edu/rowan>)
- Student Support Counseling (<http://www.rcbc.edu/cpit>)
- Tutoring (<http://www.rcbc.edu/tutoring>)
- Test Center (<http://www.rcbc.edu/testcenter>)
- Transfer Services (<http://www.rcbc.edu/transfer>)

Thank you for taking this course.