Introduction to Group Dynamics    HUS 105 3 credits
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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.

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.

As a result of this course, students can expect to gain competency in the following areas:

- Facilitating learning experiences in group settings.
- Conducting activity programs.
- Group therapy
- Staff development training.
- Facilitating group problem solving and decision making.

Text: Toseland, R. and Rivas, R. An Introduction to Group Work Practice, Allyn and Bacon. 7/e

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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage of Final Grade</th>
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<tr>
<td>Midterm Examination</td>
<td>25% of final grade</td>
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<tr>
<td>Final Examination</td>
<td>25% of final grade</td>
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<tr>
<td>Focal Group Proposal / Design</td>
<td>25% of final grade</td>
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<tr>
<td>Group Facilitation &amp; Group Activity</td>
<td>25% of final grade</td>
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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 (2 points each) and a choice of two out of three essay questions (25 points each). Objective questions are definitional, factual and conceptual. A comprehensive review will be provided prior to both exams.

Focal Group Proposal / Design: A focal group is designed to provide psychosocial and educational assistance to the group members. Guidelines for writing group proposals are outlined in chapter 15 and the appendix of the textbook. As a requirement for this course, students are asked to select 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. Examples of populations include battered women, couples experiencing relationship difficulties, teenage parents, children of chemically dependent parents, elderly persons living in a nursing home, etc. Write a proposal for the group that you could present to a facility director for consideration. In addition, outline the content of each group session to include the objectives, materials covered and group exercises. At the end of the semester students will provide a training to the class on the topic of the needs of the identified population and suggested methods for working with this population. This assignment should be completed in a professional style with the assumption that it may be used in the future for career development and become part of a professional portfolio. An example of a focal group design will be provided to the class to serve as a guideline for how do design and implement groups. Additional case examples are provided in chapter 15 of the textbook.

Focal Group Proposal and Class Training Assessment

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<thead>
<tr>
<th>Criteria</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Organization</td>
<td>Proposal is organized into logical sections including an overview of clinical concerns, type of group, duration, frequency, screening and orientation, goals of group and each group meeting and individual meeting agendas, exercises and activities. Training outlines training</td>
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<td>Proposal and / or training are not well organized and important data is difficult to locate.</td>
<td>Proposal and training are disorganized.</td>
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<td>Completeness</td>
<td>Neatness</td>
<td>Written Expression</td>
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<td>All proposal components are present. This would include an overview of clinical concerns, type of group, duration, frequency, screening and orientation, goals of group and each group meeting and individual meeting agendas, exercises and activities. The training contains training objectives and specifies recommendations for working with the identified population.</td>
<td>Proposal is formatted so that information is easily found. All sections have clearly labeled headings.</td>
<td>Written proposal is free of spelling</td>
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<td>Proposal or training is missing one component.</td>
<td>Proposal is missing headings but pages are still neatly organized with no loose pages.</td>
<td>Proposal contains one spelling or</td>
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<tr>
<td>Proposal or training is missing two components.</td>
<td>Proposal is missing the headings and loose pages are present.</td>
<td>Two spelling or</td>
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<tr>
<td>Proposal or training is missing three or more components.</td>
<td>Proposal is unprofessional in appearance.</td>
<td>Three or more spelling or</td>
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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

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.

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

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
Handout: “What to Observe in Groups”

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

Week 9 Middle Stage Skills, assigned reading chpt. 9
Group Meeting Session 7

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 Group Evaluation and Ending 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:**
The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the BCC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding:

Academic Integrity Code
Student Conduct Code
Student Grade Appeal Process

**Notification:**
Burlington County College offers reasonable accommodations and/or services to persons with disabilities. The Special Populations Department offers comprehensive services to all students with any form of disability which hinders their academic success as long as the student provides appropriate documentation. Contact Special Populations at Extension 1208 at (609) 894-9311 or visit the website at: [http://www.bcc.edu/pages/209.asp](http://www.bcc.edu/pages/209.asp)

**Additional Support / Labs:**
BCC provides academic advising, student support personal counseling, transfer advising, and special accommodations for individuals with disabilities free to all students through the Division of Student Services. For more information about any of these services, visit the Parker Center on the Pemberton Campus or Laurel Hall on the Mt. Laurel Campus, or call (609) 894-9311 or (856) 222-9311, then dial the desired extension:
- Ext. 1557 Academic Advisement and Counseling
- Ext. 1803 Special Populations
- Ext. 2737 Transfer Center
Or visit the following websites:
Transfer Center [http://www.bcc.edu/pages/185.asp](http://www.bcc.edu/pages/185.asp)
BCC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at [http://staff.bcc.edu/tutoring/](http://staff.bcc.edu/tutoring/)