

**CAMOSUN COLLEGE  
PSYCHOLOGY DEPARTMENT  
Winter 2004**

**PSYCHOLOGY 205 INTRODUCTION TO GROUPS**

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(no attachments and please don't add me to address book)

**COURSE DESCRIPTION:** This course will provide a basic understanding of the theoretical and practical aspects of group work.

**TEXT:** Joining Together: Group Theory and Group Skills, Johnson and Johnson, Seventh or Eighth Edition, Massachusetts, Allyn and Bacon. Earlier editions will also be fine—see Instructor for assistance.

**LEARNING OUTCOMES:**

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

1. Explain the value and utility of group work
2. Describe the basic theoretical concepts of group dynamics and process
  - Define what a group is.
  - Explain factors involved in creating an effective group
  - Describe group structure and stages of group development
  - Explain Group Goals, Leadership Theory, Cohesion, Norms, and Conformity
  - Analyze power and influence in group decision making
  - Explain how creativity and controversy assist group development
3. Analyze group functioning and own behavior in groups as related to theoretical concepts of group dynamics and process.
  - Work in pairs and small groups to practice and study group dynamics
  - Practice skills that facilitate group process
  - Observe and document group function
  - Focus on the theoretical concepts of group dynamics and processes
  - Participate effectively through cooperation and contribution
  - Utilize effective communication skills
  - Reflect on own group behavior

**COURSE FORMAT:** It is important in this course for students to be able to make an individual connection between the theory and the practice of group work. In order to achieve the objectives, the course consists of readings from the text, lectures and discussions in class as well as a series of structured, planned exercises that involve exploring skills and methods. A variety of activities will take place in class and techniques such as role playing, group tasks and written work will be used to demonstrate concepts, skills and problems.

**GRADING SCALE:**

A+	95 - 100	B+	80 - 84	C+	65 - 69	D	50 - 59
A	90 - 94	B	75 - 79	C	60 - 64	F	0 - 49
A	85 - 89	B-	70 - 74				

**EVALUATION:.** Students will be evaluated on conceptual understanding, skill performance, the ability to articulate observations and learnings and the ability to work in groups. Following instructions and responsible planning are keys to success.

A course grade will be determined by the following:

1. ANALYSIS PAPER	30%
2. CLASS WRITE-UPS 4 x 5%	20%
3. TEST #1	20%
4. TEST #2 Team Test	30%
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TOTAL	100%

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**ATTENDANCE/PARTICIPATION:** Experiential learning in the class is essential for meeting the course objectives and attendance is required. One percent will be subtracted for each class or partial class missed since you cannot participate if you are not there. Obvious non-participation or unhelpful participation will also be recorded against you. If you don't attend, you can't succeed in the experiential learning aspect, nor should you receive credit for it. Students are expected to take active responsibility for their learning, with the assurance that the more they put into the course, the more they will get from it!

**DUE DATES:** Late papers without requests for extensions will be penalized by 2 marks per day regardless of reason. Any extensions must be requested at least 24 hours before the paper is due. The instructor endeavors to be flexible but there may be times when an extension is not an option and students should be aware of this and plan ahead. Assignments are to be given to the instructor in person unless other arrangements are made. The papers must be handed in by the student at the time they are asked for. No early or late papers will be accepted. There are six collection dates so you are allowed to miss two without penalty.

# EVALUATION DETAILS

## 1. ANALYSIS PAPER

30%

You have two choices for this paper:

1. **Group Study: A focus of a group**

2. **Individual Analysis: A study of yourself and your interactions in groups.**

### 1. GROUP STUDY: A focus of a group

The purpose of this part of the assignment is to help you apply what you have been learning in class to a group outside of the class. Choices of a group to analyze are:

- 1) a 'small' group you are or have been a member of
- 2) a 'small' group that you observe over a period of time.

OR: 3) If you are unable to analyze a "living" group, you may analyze a group from a movie or t.v. show. There must be clear evidence of group dynamics in the film. (Check with instructor if you aren't sure--you may have to hand in a tape of the film with your Paper but should include a clear synopsis as an appendix).

The group should not be your family, nor should it be a collective or other loose arrangement or people. In other words, it must be a clearly defined group of 4-8 people, with each member playing an important role in the group. Use pseudonyms and discuss the individual members specifically.

Using your text, observe the group. Then, do a 1000-1500 word discourse (keep within this range to avoid penalty) **discussing THREE of the topics from the course schedule list** that are most clearly evident in the group dynamics. Remember to integrate your text ideas and class learning throughout your paper. Aim for approximately 50/50 balance between theory and practice. Use the three headings and clearly discuss each topic.

### 2. INDIVIDUAL ANALYSIS: A study of yourself and your interactions in groups.

1. Create a **feedback sheet** that focuses on **TWO** of the topics from the Course Schedule.

Have **two** other classmates each fill out a feedback sheet on your behavior during class and submit these with your write-up. A **sample** feedback sheet will be provided.

Note: Try to pick people who will give you feedback that is honest, varied and thorough.

Soliciting feedback is your responsibility and will be part of your mark, so work at it!

You will have to modify the feedback sheet provided to better serve your individual focus. Add, delete and change sections to make it relevant to your assessment.

Try to elicit examples of specific behaviors seen during the class you are being observed. You can give more than 2 out, and use the best ones for your write-up.

2. Using your knowledge of group dynamics on the two issues described above, the feedback sheets and your class write-ups, complete a **written analysis of your skill development** (actual behavior, not just what you think or feel), in 1000-1500 words (keep within this range to avoid penalty). Remember to use the theory from the text in your discussion, by clearly relating it to the relevant chapters. Quote clearly from your Class Write-ups, citing the actual entry. The goal is to write a cohesive paper than integrates all above aspects.

UNDERLINE the vocabulary, theory and concepts from the text as you use them.  
(you will lose one mark for failing to underline terms)

## 2. CLASS WRITE-UPS

**4 x 5% = 20%**

- In order to help you keep focused as well as to remember content and process of group interactions, you are required to do writings *based on each class*. Make sure that your paper covers the focus of the chapter just studied. These papers are essential for completing assignments, and in doing the team test. The focus should include your group's functioning as well as your individual functioning. Be clear and specific about examples. If you miss class, you can complete that paper by writing about an experience you had that week that relates directly to the topic of the week. Put a title on each write-up that clearly gives the topic.
- Required format: Use these **headings** for your entries. .
  - 1) What happened? - *This is not be a recap of the class but must describe a specific **situation** that occurred, name the people involved and describe your actions or reaction. Keep this section brief and to the point.*
  - 2) Theory connection - *Explain the theory aspect(s) that this situation relates to including only the points that are **DIRECTLY** relevant. Work hard at really trying to see how the theory connects to your experience.*
  - 3) What I am learning - *Strengths, weaknesses, goals etc—must relate to the theory. .*
- You should do write-up entry every week, **AFTER** doing the required reading and attending the class. Keep up to date, and date the weekly entries on loose-leaf. Choose your best ones to submit as you do them since they are worth 5 marks each. There will be 6 collection dates, but you are required to submit only 4. The others may come in very handy during the team test. Papers completed during class will not be accepted, nor will ones turned in early or late. This system has been established at the request of students who attend class consistently and get their work done in time.
- All Class Write-ups will be turned in before the team test (see schedule) and distributed at the test. Only the ones that have been turned in prior to the test may be used during the test so make sure you turn yours in by the designated time. Your group may not use a paper that has any detailed text or lecture notes in it so make sure you keep them separate.

## 3. TEST #1 INDIVIDUAL TEST

**20%**

This test will be multiple choice, true/false, matching, short answer and will cover the first half of the course. It will be content oriented, with questions taken from the text, lectures and class activities.

## 4. TEST #2 TEAM TEST

**30%**

This will be a intensive and comprehensive team test taken by each group. It will include short answer, multiple choice, fill in the blanks, true/false, and essay questions. Your packet of "Class Write-ups" is required for some of the essay questions, but you will not be permitted to bring any notes or the text into the exam room. These will be submitted before the test and placed in the test package the week before your test, so make sure you have copies of any that you might need for study purposes. One final answer paper will be turned in per group but the assignment of test marks will have an individual contribution component, at the instructor's discretion, to prevent "free-riding". Make sure you and everyone else does their share! If good group work is performed, you will do better on the team test than you did on your midterm.