



**School of Arts & Science  
PSYCHOLOGY DEPARTMENT**

**PSYC 205  
Introduction To Groups  
Winter 2015**

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**COURSE OUTLINE**

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**This course description is online @**  
<http://camosun.ca/learn/calendar/current/web/psyc.html>

**1. Instructor Information**

Instructor:	Cate Pelling, MA, R.C.C.		
Office Hours:	Tuesday 11:00 am – 12:00 pm; Wednesday 1:00 - 2:00 pm; Friday 11:30 am - 12:30 pm or by appointment		
Location:	Fisher 308B		
Phone:	370-3308		
Email:	pellingc@camosun.bc.ca		

**2. Intended Learning Outcomes**

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

1. Explain the value and utility of group work and describe the basic theoretical concepts of group dynamics and processes
2. Analyze group functioning according to theoretical concepts and research on group processes
3. Analyze their own behavior in a group and reflect upon group behavior
4. Develop group leadership knowledge and competencies through class exercises
5. Become aware of special ethical considerations related to group work
6. Design a group program to meet the specific needs of a target group

The learning outcomes will be met through a combination of group activities and exercises (skill development), tests, reflection papers, and a small group assignment.

**3. Required Materials**

Corey, M.S, Corey, G. & Corey, C. (2014). Groups: Process and Practice. 9<sup>th</sup> Edition, Belmont, CA: Brooks/Cole

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#### 4. Course Content

The primary objective of this course is to provide students with experiential opportunities to apply group theory to practice.

Students will develop an awareness of themselves as group participants. Group roles and styles of participation in groups will be explored. Group communication skills will be practiced.

Students will also learn how to design a group program and will share the responsibility of leading a small group.

#### 5. Basis of Student Assessment

##### I. Tests 40%

There are three tests in the course. Test #1 is worth 10% and Tests #2 and #3 are each worth 15%. Tests are scheduled at the start of class in Weeks 4, 8 and 14. Each test will be comprised of a combination of multiple choice, fill in the blank, and short answer questions. Tests are **not cumulative** and will be based on the material covered prior to the test.

##### II Assignments 60%

1. Written outline of a group program for a specific target group (group project) 10%
2. Small group: member experience (demonstration and self-reflection paper) 15%
3. Small group: leader experience (demonstration and self-reflection paper) 15%
4. Group process experience – Final Paper (not more than 10 pages in length) 20%

#### 6. Grading System

##### Standard Grading System (GPA)

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Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

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## Temporary Grades

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Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

### 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

#### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

#### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

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## 8. Technology Policy

No electronic devices are allowed during tests. This includes, but is not limited to, computers, electronic dictionaries, electronic translators, cell phones, pdas, and other personal electronic devices.

Student's use of lap tops in class is restricted to note taking.

Please respect the learning environment and your fellow students. All cell phones must be turned off/vibrate during class. Exceptions, for emergency purposes only, must be discussed with the instructor ahead of time.

## 9. Participation

- Be prepared for novel activities in a protected and supportive atmosphere.
- Be prepared also to take considerable responsibility for your own learning. You may be talking personally about your life and listening to classmates talk about their life.
- Active participation in the classroom exercises and discussions allows you to learn on an **experiential** level as well as a cognitive level - thus facilitating your ability to **apply** the learning to your personal and professional life.
- It is expected that you will participate actively, helpfully, with sensitivity, and will contribute to the safe and supportive learning environment of yourself and others.

### Confidentiality

*Because of the nature of this course, personal material shared in class and in assignments is to be held in strictest confidence.*

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## COURSE SCHEDULE

Class	Topic	Readings	Due
Jan. 6	Introduction to Groups Review of course outline		
Jan. 13	Types of Groups & Basic Group Components Communication in Groups	Chapter 1 & pp. 26-36	
Jan. 20	Developmental Stages of Groups Stage 1: Planning and Group Design	Chapter 5	
Jan. 27	Stage 2: Initial Stage	Chapter 6	Test #1
Feb. 3	Stage 3: Transition Stage	Chapter 7	
Feb. 10	Stage 4: Working Stage	Chapter 8	
Feb. 17	Stage 5: Termination Stage	Chapter 9	Assignment 1
Feb. 24	Group Leadership Skills & Group Dev.	pp 36-57	Test #2
Mar. 3	Group Process: Member's Needs & Roles		Group Demos
Mar. 10	Group Dynamics		Group Demos
Mar. 17	Theories of Group Counselling	Chapter 4	Group Demos
Mar. 24	Special Groups/Considerations	Chapters 10 & 11	Group Demos
Mar. 31	Ethical and Legal Issues in Group Work	Chapter 3	Assignments 2 & 3 Group Demos
Apr. 7	Wrap-up		Test #3

**\*\*\* Final Paper is due April 14 @ 5:30 pm \*\*\***

Important dates and assignment marks are posted weekly on D2L.

## Assignment outlines

### **Assignment 1**

Time has been set aside each week for working groups to meet and complete this assignment.

As a group, you will complete stage one of the stages of group development – Planning Stage – and provide a written outline describing your group, the group's purpose, etc. See chapter 11 in the text for examples

All of the content of this outline needs to be generated as a group. The only “work” taking place outside of your group is the preparation (typing) of the outline. The outline is due at the start of class on Week 7.

Once your group has prepared the outline, members will need to decide which stage of the target group they will lead in your small group demonstrations.

When you are not in the role of leader, you will be a group member of the target group.

**Assignments 2 and 3** are individual assignments based on your experiences in the small group demonstrations.

### **Assignment 4: Final Paper**

For this paper, students will reflect on their experience over the duration of the course. Students are encouraged to make brief entries in a personal journal at the end of each class in order to complete this assignment.

The focus of this assignment is on personal learning and self-development. The purpose of this assignment is to examine your participation in the group experiences of the class and to apply group theory to this experience.

You are invited to look at how your perceptions and behavior were influenced by group dynamics and how, in turn, your perceptions and behavior influenced group dynamics. Along with observation and experience, it is important to consider different aspects of leader behavior and the group's stage of development.

The paper may be broken down into the following sections:

- ***Self and group dynamics***

Describe how your behavior in the class and smaller group changed over time. What experiences, observations, or critical group incidents seem to account for the changes, or lack thereof, in your perceptions, reactions and behavior? Identify needs you had and how they may have shifted over time – what effect did this have on your behavior in class and what was the possible impact on others? What barriers occurred to your own learning? – describe. What were the dynamics or processes ongoing in the group that affected you? Did you have any goals at the beginning of the course which you believe you were able to achieve and try to explain what helped facilitate the change?

- ***Group development***

Briefly describe the stages of development of the large and small groups from the beginning of the course to the end. What factors seemed to facilitate or hinder the development of the groups?

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