



Syllabus: *SSE 111 Group Work*

Course Information	
Course Prefix/Number: SSE 111	Credit Hours: 3
Semester: Fall 2017	Course Title: Group Work
Class Days/Times: Mon. and Wed. 10:00AM – 11:15AM	Room: GSK 4

Instructor Information:	
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Course Description:
Examination of group dynamics. Includes communication patterns, leadership, decision-making, conflict resolution, problem solving, and personal growth within groups. Also includes application of concepts through observation, group exercises, and case studies.

Course Objectives:**During this course students will:**

1. Investigate the various types of small groups from work groups, informal friend groups, to highly structured groups such as organizational committees and therapeutic groups.
2. Determine how different types of leaders influence the group process.
3. How groups can hinder or aid in conflict resolution.
4. Understand how identification with a group influences an individual's behavior.
5. Gain group facilitations skills and how to effectively facilitate a group.
6. Will understand how personal growth can be developed out a group.
7. Understand how group support and mutual understanding aid in the healing process.
8. Have the opportunity to facilitate different types of groups.

Student Learning Outcomes (SLOs) :

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

1. Identify principles of group dynamics, including components of group process, developmental stages of a group, and individual and group goal-setting.
2. Examine group member's roles and behaviors, and therapeutic factors of group work.
3. Understand group leadership styles and approaches, including characteristics of various types of group leaders and the relationship between leadership styles and group functioning.
4. Determine when and how to use different types of groups, including task groups, psycho-educational groups, support groups, and counseling/therapy groups.
5. Be able to identify and use the ethical and legal principles unique to group work, with an awareness of the ethical responsibility to demonstrate sensitivity to group member

diversity with regard to race, ethnicity, gender, spirituality, sexual orientation, and disabilities.

6. Experience being a member of a group, both as a participant and a leader, and receive feedback from peers and supervision from the instructor.

Course Structure:

This course has both a traditional classroom learning environment but also a practice component. The traditional learning environment will include, lectures, class discussion, class activities, and exams.

The practice sessions students will role play as either group facilitators or group participants. The purpose of this aspect of the class is to help students to start develop the skills necessary to being an effective group leaders and/or facilitator.

Texts and Materials:

The instructor will provide reading material and activity practice material throughout the course that the student will need to learn and know. This material will primarily focus on group structures and processes.

The skill development and practice aspect of the class will use the following text:

Hill, C.E. (2014). *Helping Skills: Facilitating exploration, insight, and action* (4th ed).
Washington, DC: American Psychological Association.

Additional all papers and written material for this course must conform to APA style format. If students are not familiar with this writing style they are strongly encouraged to visit the following website for further learning material on APA format.

www.apa.org

Evaluation and Grading & Assignments:

Student's grades are based on both a qualitative and quantitative assessment as described below:

Qualitative Assessment (Student must meet ALL the following criteria to pass the course even if the student has sufficient quantitative points – this means - if student is missing one qualitative assessment item the student will receive an “F” for this course):

- Attend 90% of all lectures/classes (why? Indicates student has met required credit hours for course)
- Complete all exams (why? Indicates the student is meeting the outcomes of the course, and required outside study time for course credits, 1- hour lecture = 2 hours of studying)
- Hand in a final term paper, and participate fully in group project.

Quantitative Assessment

(total points earned / Total points possible) – (10% for each missing assignment) = student percentage for class

Learning about groups (total points possible 400 pts or 38% of grade)

Exam 1 100pts

Exam 2 100 pts

Final Exam 200 pts

Learning about self (total points possible 300 points or 29% of grade)

Rough draft paper 1 50 pts

Rough draft paper 2 50 pts

Rough draft paper 3 50 pts

Final paper 150 pts

Group facilitation skill development (total points possible 350 points or 33% of grade)

Exercise 1 – Exploration 50 pts

Exercise 2 – Observation 50 pts

Exercise 3 - Insight 50 pts
Exercise 4 – Action 50 pts
Exercise 5 – Group observation 50 pts
Exercise 6 – Group facilitation 50 pts
Exercise 7 – Group participation 50 pts

Himdag Cultural Component:

Students will understand how their culture influences group processes. In the Tohono O’odham culture emphasis is placed on the group for collective survival, which has allowed the culture to maintain a strong identity and way of life despite all the challenges and changes within the broader world and surrounding cultures. Understanding how these group processes play out in the theater of real life will be a major focus for this class. Students will engage in activities that can use group processes, leadership, and facilitation that can help strength individuals, their community, and their culture.

Policies and expectations

Classroom behavior/expectations:

This class is a professional adult learning environment, and both the instructor and students are expected to conduct themselves in a manner consistent with respect and academic conduct. The instructor gives all of his student’s permission to ask others in the classroom to stop disruptive behaviors (ex. texting, talking to others during lecture, chewing gum or eating food loudly, etc.). If a student is asked to stop being disruptive they are expected to (a) act like an adult, (b) stop their behavior, or (c) leave the class. If the instructor has to ask a student to leave (or stop their disruptive behavior) they will have need to meet with the Assistant Dean of Student Affairs before being able to return to the class.

Extra credit/Late work/Make-up rules

Extra credit maybe offered throughout the course, but is not guaranteed.

Late work can only be made up if arrangements are made with the instructor BEFORE the due date of the given work. If a student has an emergency, it is up to the instructor to decide if the student will be allowed to make-up the work, but is not guaranteed (some emergencies are just not an excuse to place your academic career in second place).

Students should have a back-up plan for common emergencies such as vehicle breaking down, loss of childcare, problems with work, and managing personal crises

Attendance and/or Participation requirements

In order to pass the course a student must attend 90% of all lectures, student's participation will also be assessed through classroom assignments, exams, and term paper.

ADA Statement

Tohono O'odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform the instructor as soon as possible at the start of the term.

Academic dishonesty definition/policy statement:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular classroom policy and college policy. Cheating in this course is based on the perception of the instructor.

Course Outline:

The following outline is tentative and will be adjusted based on the learning needs of the class. Please use this outline as a general guide to plan your semester, but know it may change as we move through semester and as we decide collectively on how the flow of the course will go.

Beginning	End	Lecture Topic	Practice topic
8/14/2017	8/20/2017	What is a Group?	Introduction to helping model
8/21/2017	8/27/2017	Social Identity Theory: Need for group affiliation	Introduction to helping model
8/28/2017	9/3/2017	Social Identity Theory: Need for group affiliation	Exploration Stage
9/4/2017	9/10/2017	Different types of groups	Exploration Stage
9/11/2017	9/17/2017	Facilitation versus leadership in groups	Exploration Stage
9/18/2017	9/24/2017	Informal groups	Beginning exploration phase in group setting
9/25/2017	10/1/2017	Beginning of a help group	Beginning exploration phase in group setting
10/2/2017	10/8/2017	Psycho-educational groups	Changing from exploration to insight
10/9/2017	10/15/2017	Support groups	Changing from exploration to insight
10/16/2017	10/22/2017	Support groups	Insight stage
10/23/2017	10/29/2017	Peer Support groups: An analysis	Insight stage
10/30/2017	11/5/2017	Therapeutic groups	Going from insight to action
11/6/2017	11/12/2017	Measuring progress	Action stage
11/13/2017	11/19/2017	Dealing with drop-outs and continued care after group completion	Action stage
11/20/2017	11/26/2017	Role play	Re-evaluating the process
11/27/2017	12/3/2017	Role play	Practice
12/4/2017	12/10/2017	Practice	Practice

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.