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## Syllabus: Group Technique Applications

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### Course Information

Course Prefix/Number: SSE211

Semester: Spring 2018

Class Days/Times: TTH 10:30-11:45 A.M.

Credit Hours: 3

Course Title: Group Technique Applications

Room: GSK 5

### Instructor Information:

Name: Dr. Bruce Payette

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Office location: in classroom

Office hours: before and after class

**Course Description: Survey of the major concepts and best practices and outlines how group leaders can apply these concepts in working with a variety of groups. In many ways this is a how to book but it also discusses the why of group leadership. Students will experience being in a group and also utilize group leadership skills.**

### Course Objectives:

**During this course students will learn what are best practices in group process.  
Identify the role of the Mental Health Professional in leadership roles in group theory.  
Understand the role of group therapy in substance abuse treatment.  
Distinguish between the various Models of group therapy.  
Appreciate the importance of Culturally and Ethnically Diverse Populations in group therapy.**

**Student Learning Outcomes (SLOs) : (Three to Six)**

**After completion of the course students will be able to integrate knowledge and skill best practices by utilizing groups properly in their human service/social work degree program. To apply substance abuse prevention knowledge by using different group techniques in social work, fieldwork and employment.**

**Course Structure:**

1. *Lectures and presentations*
2. *Supplemental videos*
3. *Case studies*
4. *Role playing*
5. *Assigned readings*
6. *Attend and participate in a group in conjunction with the TOCC Counseling Office.*
7. *tests*

**Texts and Materials: Corey, Marianne, Corey, Gerald, & Corey, Cindy (2018). Groups: Process and Practice. Cengage, Boston.**

**Evaluation and Grading & Assignments:**

1. *attendance, readings preparation, active participation and punctually* 30%
2. *Tests* 60%

3. Attendance at a group Meeting and write up summary 10%  
Tests are distributed at the start of class and will be picked up after 30 minutes.  
Late tests must be approved by the Professor.

**30%**

**Himdag Cultural Component:**

*Every book chapter and every class assignment will measurable integrate best practices in substance abuse prevention by using skills from Group process and practice with the rich culture, history and future of the Tohono O’odham Community. A Himdag example of group would be a Talking Circle.*

**Policies and expectations- minimally**

1. Every class member is essential to the learning and growth of all class members.
2. You will be expected to arrive on time and be ready for class. This will be expected of you as a professional in Human Services.
3. Your views are important. When we debate topics, we will always be respectful of each other.
4. Person integrity is important; thus we will be truthful with each other.
5. Please inform, by email, if you are not able to attend class.
6. Grading policy
7. A=90 plus
8. B=80 plus
9. C=70 plus
10. D=60 plus
11. F=failure, below 60.
12. Incompletes are very rare and must be approved by the Dean.

**Course Outline:**

*There will be two exams and a final. Ten percent of the grade will be the written paper on attending a group.*

*Chapter one will be read by January 22<sup>nd</sup>. Each chapter will be due the Tuesday of the week it will be discussed.*

*The Group assignment must be completed by Feb. 19.*

**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.

**Important, if you have any Disability that requires special attention, please bring this to the attention of the instructor. I will make every effort to accommodate your situation.**

When writing SLOs ask yourself two simple questions:  
“Can it be measured?” and “Is learning being demonstrated?”

**Contrast the following Student Learning Outcome:**

*The student will be able to demonstrate the ability to use the conventions of grammar when creating paragraphs.*

**with the Course Objective:**

*Given a paragraph of ten sentences, the student will identify ten rules of grammar which are used in its construction.*

**Examples of poorly written SLOs:**

- 1. Students will be able to comprehend, interpret, analyze and critically evaluate material in a variety of written and visual formats.*
- 2. Students will draw on historical and/or cultural perspectives to evaluate and/or all of the following contemporary problems/issues, contemporary modes of expression, and contemporary thought.*
- 3. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.*

**Avoid using non-action verbs such as:**

Appreciate  
Become aware of  
Become familiar with  
Know  
Learn  
Understand  
Value

## **Glossary of Terms:**

**Assessment:** the continual process of:

Establishing clear, measurable expected outcomes of student learning;

Ensuring that students have sufficient opportunities to achieve those outcomes;

Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and,

Using the resulting information to understand and improve student learning. (Suskie, *Assessing Student Learning*, 4)

**Classroom Assessment and Classroom Assessment Techniques (CATS):** Classroom assessment is a systematic approach to formative evaluation, and Classroom Assessment Techniques (CATS) are simple tools for collecting data on student learning in order to improve it. CATS are ‘feedback devices,’ instruments that faculty can use to find out how much, how well, and even how students are learning what they are trying to teach...these formative assessment tools are meant to give teachers and students information on learning before and between tests and examinations; therefore, they supplement and complement formal evaluations of learning (Angelo and Cross, *Classroom Assessment Techniques: A Handbook for College Teachers*, 25-26).

**Evaluation:** One perspective equates it with judgment: evaluation is using assessment information to make an informed judgment on such things as:

Whether students have achieved the learning goals established for them;

The relative strengths and weaknesses of teaching and learning strategies; and,

What changes in goals and teaching-learning strategies might be appropriate.

A second conception of evaluation is that it determines the match between intended outcomes and actual outcomes. A third conception of evaluation is that it investigates and judges the quality or worth of a program, project, or other entity rather than student learning...Under this definition, evaluation is a broader concept than assessment. While assessment focuses on how well student learning goals are achieved, evaluation addresses how well all the major goals of a program are achieved (Suskie 12).

**Formative assessment:** ...“undertaken while student learning is taking place rather than at the end of a course or program” (24). (e.g., a mid-term progress report, etc.)

**Learning outcomes (or learning goals):** a description of “how students will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (117).

**Objectives:** a description of “detailed aspects of goals...Objectives can also describe the tasks to be accomplished to achieve the goal—the means to the end, the process leading to the outcome” (117).

**Summative assessment:** “the kind obtained at the end of the course or program” (23).

