

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Terry

DEPARTMENT: Human Services

COURSE: HMS 123 Dynamics of Group Communication I

INSTRUCTOR NAME: Telephone: E-mail:

PREREQUISITES: PSY 121, HMS 121, ENG 121, RDG 120

CO-REQUISITES: None

COURSE HOURS AND CREDITS: 3:0:3

COURSE DESCRIPTION:

Students receive an overview of the theories, principles, and techniques of organization, leadership, and participation in the group process. Emphasis is placed upon the development of therapeutic communication skills.

TEXT: Corey, M.S., Corey, G., & Corey, C. Groups: Process and Practice. Brooks/Cole, 8th edition.

MATERIALS: None

METHOD OF INSTRUCTION: Campus Classroom

MANUALS: None

DISCLAIMER: None

CORE CURRICULUM COMPETENCIES (CCC)

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

HUMAN SERVICES TECHNOLOGY PROGRAM GRADUATE COMPETENCIES (PGC) 2-2004

The graduate will be able to:

1. Create and maintain effective and professional documents relevant to Human Services agencies.
2. Interact ethically and professionally within the Human Services field.
3. Apply information to identify client's strengths, weaknesses, and resources to create a treatment plan.
4. Provide effective client services at an entry level by utilizing professional Human Services principles and practices.
5. Establish effective working relationships within the Human Services arena.
6. Apply basic management and leadership skills in Human Services environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the effect of oneself on Human Services outcomes and make adjustments accordingly.

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:(CCPO)

The student will be able to:

1. Explain theories of groups, group process, types of groups, stages of groups, the roles played in groups, and group confidentiality issues and guidelines. (PGC 2, 4)
2. Analyze his/her interactions and employ the concepts and principles of interpersonal communication in group process and activities. (PGC 2, 3, 4, 5, 6, 7; CCC 1, 2, 3, 4)
3. Analyze group interaction, roles and process. (PGC 3, 4; CCC 2)
4. Organize and present information orally and in writing for group planning, processing, and evaluating. (PGC 1, 2, 3, 4, 5, 6; CCC 1, 2)
5. Plan and co-lead a group session, demonstrating application of theoretical group concepts and interpersonal communication skills. (PGC 1, 2, 3, 4, 5, 6; CCC 1, 2, 3, 4)

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

The student will be able to:

1. Explain theories of groups, group process, and types of groups, stages of groups, and the roles played in groups, and group confidentiality issues and guidelines.
 - 1.1 List and define theories of groups.
 - 1.2 Identify and discuss the key dynamics, which collectively comprise group process.
 - 1.3 Label the types of groups and explain the unique therapeutic purposes of each.
 - 1.4 Define the stages of group development by identifying key issues for group members and group leaders at each stage.
 - 1.5 List and identify the various roles played in groups by members and leaders.
 - 1.6 Explain the definition of group confidentiality for members and leaders, which identify key reasons for the importance of this behavior.
 - 1.7 Identify and explain group member and leader behaviors, which are indicators of adherence to rules for confidentiality.
 - 1.8 List and discuss the definitions and purposes of guidelines for group formation and group behavior.

2. Analyze his/her interactions and employ the concepts and principles of interpersonal communication in group process and activities.
 - 2.1 Identify and match one's interactions in-group with interpersonal communication concepts and principles as they apply to group process and activities.
 - 2.2 Discuss the factors contributing to his/her interactions in-group.
 - 2.3 Record one's analysis in an on-going class journal.
3. Analyze group interaction, roles, and process.
 - 3.1 Identify and distinguish the dynamics of group interaction, roles, and process evident in class activities and case examples.
 - 3.2 Record identification of group dynamics in an on-going class journal.
 - 3.3 Discuss factors contributing to the group dynamics observed in class activities and case examples.
4. Organize and present information orally and in writing for group planning, processing, and evaluating.
 - 4.1 Select an article from a professional journal which includes the key components of group planning, processing, and evaluating, and incorporate it into the proposal in 4.2.
 - 4.2 Prepare a written group proposal of a psycho-educational group for a target population in need of such intervention.
5. Plan and co-lead a group session, demonstrating application of theoretical group concepts and interpersonal communication skills.
 - 5.1 Plan a group session using the written proposal from 4.2 with a student co-leader with consultation from instructor.
 - 5.2 Establish regularly scheduled planning meetings with co-leader and instructor.
 - 5.3 Demonstrate effective interpersonal communication skills appropriate to the group setting which include the following:
 - 5.3.1 An ability to work co-operatively with co-leader.
 - 5.3.2 An ability to respond appropriately and effectively to the group and individual members.
 - 5.3.3 An ability to orient the group to the specific group activity by providing clear and adequate instructions.
 - 5.3.4 An ability to initiate and maintain a facilitative group atmosphere.
 - 5.3.5 An ability to adequately and effectively process the group during and after the group session.

EVALUATION CRITERIA:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% level. The final grade will be derived from the following:

Examinations

40%

(MPO 1, 3.3)

There will be two examinations in the course that will average to 40% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed exams within one week of your return to class, and to complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

Papers/Projects/Role Play

Journal: (MPOs 2, 3)

10%

You will complete journal entries that reflect your personal awareness and application of topics covered in class. At a minimum, you will identify and match your interactions in group with interpersonal communication concepts and principles as they apply to the group process and activities. You are expected to discuss the factors that contribute to your own interactions in group. You will also discuss the dynamics of group interaction, roles, and group process evident in class activities.

Written Proposal: (CCC 1, 5, 2, 4, 6; MPOs 4.2, 5.2)

15%

You will develop and submit a written proposal for a psychoeducational group. You will be evaluated on your ability to design a proposal to address the unique needs of your target population, to organize your thoughts and information appropriately, to utilize proper writing style and mechanics, and to present a professional document. The proposal will include the topic, goals, activities, materials needed, approximate time frames of the activities, and evaluation of the session. Your instructor may add additional items to be included. This proposal may be written alone or in small groups and must be typed.

Group Session: (CCC 3, 2, 4; MPO 5)

20%

You will design, plan, and co-lead a group session during class. You and your student co-leader will conduct regular planning meetings. You and your co-leader will meet with the instructor at least one week in advance of your scheduled group for discussion and review. You will be evaluated on your ability to work cooperatively with a co-leader, respond appropriately and effectively to the group and its members, orient the group to a specific activity by providing clear instructions, initiate and maintain a facilitative group atmosphere, and process the group.

Participation: (MPOs 2-5)

15%

You will participate in experiential and didactic learning during class sessions through the use of role-plays, homework, lectures, discussions, and practice of leadership and membership skills and an authentic participation of self. ***Due to the experiential nature of this course, the participation components will involve in-class involvement and cannot be made up if you are absent.***

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following grading scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students are responsible for reading the campus Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

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