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Course Outline for PSCN 8

THEORIES AND CONCEPTS OF GROUP PROCESS

Effective: Fall 2008

I. CATALOG DESCRIPTION:

PSCN 8 — THEORIES AND CONCEPTS OF GROUP PROCESS — 3.00 units

Concepts and theories of group process for effective functioning in interpersonal and group settings, including mindful listening, interviewing, group interaction and facilitation, decision-making, and conflict resolution. Comparative and integrative approaches to five ethnic groups will be emphasized: African-Americans, Asian-Americans, European-Americans, Latino-Americans, and American Indians. Focus on improving the individual's understanding of group dynamics in human services settings, relating across differences of race, gender, ethnicity, sexual orientation, and social class. 3 hours lecture.

3.00 Units Lecture

Grading Methods:

Optional

Discipline:

	<u>MIN</u>
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT:

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

1. demonstrate understanding of theories and concepts of group dynamics through research and application in the classroom
2. describe the evolution of group progression through stages: pre-group, initial, transition, working, and termination
3. identify group themes and facilitation practices for developing cohesion
4. explain theoretical orientations and how to apply concepts to group development
5. analyze intrapsychic impediments to group process
6. evaluate the efficacy of facilitation techniques through the successful navigation of group stages
7. explore the ethical and legal issues in group facilitation
8. apply a multicultural perspective to group facilitation through the appreciation of ethnic norms of African-Americans, Asian-Americans, European-Americans, Latino-Americans, and American Indians which will be addressed in the various themes covered in the didactic presentations

V. CONTENT:

- A. Introduction to Group Work
 1. Group process theories
 2. Overview of various types of groups: focus, task, psychoeducational, topical counseling, rehabilitative, and psychotherapy
 3. Multicultural perspective on group work through research on topical issues that may impinge on group dynamics for participants of African-American, Asian-American, European-American, Latino-American, and American Indians
 4. Research on different group identities
- B. Role of a Group Facilitator
 1. Group facilitator as a person
 2. Becoming a diversity-competent group facilitator
 3. The co-leadership role
- C. Ethical and Legal Issues in Group Facilitation
 1. Ethical issues in group membership
 - a. Informed consent
 - b. Involuntary membership
 2. Confidentiality
 3. Role of leader's values in the group
 4. Ethical issues and diverse populations
- D. Group Development
 1. Attracting and screening participants
 2. Considerations in forming a group
 3. Uses of pre-group meetings
 4. Stages of group progression
- E. Age Group Differences

1. Children and adolescents
2. Adults
3. Elderly
- F. Topic-Oriented Groups
 1. Weight control
 2. College students
 3. AIDS crisis/HIV support group
 4. Women's/Men's issues
 5. Relational work
 6. Domestic violence
 7. Rape survivors
 8. Child abusers
 9. Institutionalized elderly
 10. Bereavement
- G. Problem Behaviors and Difficult Group Members
 1. Silence and lack of participation
 2. Monopolistic behavior
 3. Hostile behavior
 4. Defensive behavior
 5. Conflict management
- H. Working Stage of a Group
 1. Interventions for fearful participants
 2. Tasks of the working stage: deepening trust, self-disclosure, and options for personal growth
- I. Final Stage of a Group
 1. Consolidation of learning
 2. Termination of the group experience
 - a. Loss and grieving
 - b. Unfinished business
 - c. Giving and receiving feedback
 - d. How to apply group learning to life
 - e. Evaluation of the group experience

VI. METHODS OF INSTRUCTION:

- A. **Lecture** - Lectures on major themes and concepts
- B. Readings from the texts and supplementary materials
- C. **Written exercises and case studies** - Written assignments
- D. **Demonstration** - Group demonstrations of facilitation techniques
- E. **Guest Lecturers** -
- F. **Discussion** - Discussion and problem solving of significant and controversial issues
- G. **Discussion** - Instructor guided discussion on multicultural competence in group dynamics
- H. Student-led presentations
- I. DVD/Video presentations and discussion
- J. **Projects** - Group process project

VII. TYPICAL ASSIGNMENTS:

A. Reading and discussion 1. Identify relevant issues in beginning a new group. Include as many pre-group elements of consideration as possible that would sequence the steps towards implementing the group. 2. After determining the theme for a group, develop a procedure for handling ethical dilemmas. B. Writing 1. After viewing the film "Understanding Group Psychotherapy" on Irvin Yalom's group process style, write a brief paper on the techniques he uses to create group cohesion in the here-and-now. 2. Choosing a multicultural issue that is challenging for you, do a position paper on how you might alter your leadership style for that particular group. C. Class discussion of significant stages of group development 1. What are the relevant theories that transition groups from one stage to the next? 2. Are Corey and Coreys' arguments of group process linear? Argue your case using reading material and instructor lectures. D. Collaborative learning 1. In small groups, create a consensus theme that will be revisited for short periods of time once a week. The group will go through its own stages which will be discussed and analyzed.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Other:
 - a. Quizzes (multiple choice and short answer format)
 1. Example questions:
 - a. Briefly discuss the difference between emic (group specific) and etic (universal) concepts and how they apply to group process.
 - b. Compare the group process of voluntary and involuntary membership groups.
 - b. Midterm and final exams (short essay, multiple choice and true/false format)
 1. Example questions:
 - a. The "Mindfulness" DVD conceptualizes Yalom's theme of addressing issues in the here-and-now; how does he accomplish this in the group setting? What do you notice about the group dynamics when he directs members to return to their "I-Thou" relationship in a mindful way?
 - b. What are the confidentiality and legal issues that should precede a group formation?
 - c. Evaluations
 1. Self-evaluations will be required to assess progress through effective group facilitation
 2. Students will assess each others' skills through group participation and feedback

B. **Frequency**

1. One project requiring the application of group process theories to practice in a topical group demonstration; written and oral media
2. Mid-term exam
3. Final exam

IX. TYPICAL TEXTS:

1. Corey, Gerald *Theory & Practice of Group Counseling*. 7th ed., Thomson Brooks/Cole, 2008.
2. Corey, Marianne Schneider, Corey, Gerald *Groups: Process and Practice*. 7th ed., Thomson Brooks/Cole, 2006.
3. Cragan, John F., Wright, David W., Kasch, Chris R. *Communication in Small Groups: Theory, Process, Skills*. 6th ed., Thomson Wadsworth, 2004.

4. DeLucia-Waack, Janice L., Donigian, Jeremiah *The Practice of Multicultural Group Work.*, Thomson Brooks/Cole, 2004.
5. Lumsden, Gay, Lumsden, Donald *Communicating in Groups and Teams: Sharing Leadership.* 4th ed., Thomson Wadsworth, 2004.
6. Rothman, Juliet C. *Cultural Competence in Process and Practice: Building Bridges.*, Allyn & Bacon, 2008.
7. Rothwell, J. Dan *In Mixed Company: Communicating in Small Groups and Teams.* 6th ed., Thomson Wadsworth, 2007.
8. Wheelan, Susan A. *Group Processes: A Developmental Perspective.* 2nd ed., Allyn and Bacon, 2005.

X. OTHER MATERIALS REQUIRED OF STUDENTS: