

Salt Lake Community College Course Curriculum Outline

Final Approval Date (date approved by Faculty Senate & Provost): 04/05/2010	
School: HU = Humanities	Division Code: XSBS Department Code: SWK
Action: Select Action	
If this is a change, what is being changed? Transfer to the new course curriculum outline.	
Rationale for Action: change or addition of course	
Faculty Contact: Mequette M. Sorensen	
Date Submitted: 03/03/2010	
Semester of Implementation: Select One	Year of Implementation: Select One

Course Basics:

Course Prefix: **SW** Course #: **2230**

Abbreviated Course Title: **Intro to Group Therapy Process**

Full Course Title: Introduction to Group Therapy Process

Course Description: Prereq: SW 2720. This is an applied workshop-styled experience where students will experience group dynamics through the classroom process.

Course Student Learning Outcomes (SLOs):	Related College-Wide Student Learning Outcome(s)
1. Students will gain substantive knowledge in the area of group process, group dynamics, group stages, effective techniques and theoretical orientations.	1,2,4
2. Students will communicate effectively both orally and in writing their understanding of the dynamics of group process regarding the norms of governing a group, generating trust, identifying resistance , addressing conflict in order to facilitate healing, inter-member reactions and the various stages in a group's development.	2,4
Students will communicate effectively both orally and in writing understanding of the value of self-awareness, their sense of identity and identification of	

<p>their own personal values in order to facilitate effective exploration and healing in clients.</p> <p>3. Students will demonstrate critical thinking skills such as assessment and analysis of specific issues and also the application of effective techniques, skills and approaches that will facilitate exploration and healing in clients.</p> <p>4. Students will have the introductory knowledge and skills to be prepared to work in group processing in a social work practice in a professional and constructive manner.</p>	<p>2, 4</p> <p>1,2,5</p>
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Prerequisite(s): SW 2720
 Corequisite(s): NONE
 Cross-listing(s):
 Equivalent Course(s):

Credit Hours: 2 to
 Billable Hours: 2 to
 Lecture Hours: 2 to
 Lab Hours: to
 Other Hours: to
 Total Contact Hours: 2 to

Repeat Code: Select One
 Repeat Limit:

Course Details:

Semester(s) Offered: Fall and Spring

GenEd Designation(s): (if applicable) (if applicable) *if selected, fill out attachment A.
 Study Abroad Designation: No * if yes, fill out attachment B.
 Service Learning Designation: No *if yes, apply through Thayne Center.

CTE course: V = Vocational (CTE) course
 Course Level: UG = Undergraduate (if applicable) (if applicable)
 Is this course only offered for CEUs? Select Yes or No

Default Grading Mode: S = Standard Letter
 Other Grading Mode(s): (if applicable) (if applicable) (if applicable) (if applicable)

Schedule Type(s): L = Lecture (if applicable) (if applicable) Other (Please Specify)

Instructional Method(s): 1W = Face-to-Face Classroom (if applicable) (if applicable)
(if applicable)

Registration Restrictions:

Is this a transfer course? Yes

Articulation & Transfer Information:

Course Fees:

Course fee(s): Select Yes or No

Amount(s): \$

Rationale:

** NOTE: Approval of this course does not automatically ensure approval of the course fees. Course fees are reviewed each November by the Executive Cabinet.

Impact:

Impact on hosting department: The necessary costs to train and teach the course.

Impact on other programs/departments: It is a required course by the Social Work program. The Social Work program is fully articulated to various four year B.S.W. programs.

Special Instructions (content, pedagogy, assessment strategies, etc.):

Representative Syllabus (include as a separate document):

Please include a representative syllabus for the course. An actual syllabus used by a faculty member teaching this course is strongly preferred. Save the file using the filename "CCO XXXX ##### Syllabus.doc" where xxxx ##### is the course prefix and number.

NOTE: Save this Course Curriculum Outline using the filename "CCO XXXX #####.doc"

SALT LAKE COMMUNITY COLLEGE
Department of Social Work
SW 2230
INTRODUCTION TO GROUP THERAPY

Instructor: Mequette M. Sorensen MSW, CSW
Office:
Office Hours: W 11:30-12:30; F 11:30- 12:30 or by appointment
Phone: (801)957.4455
E-mail Address: Mequette.sorensen@slcc.edu

Required Text: *Groups, Process and Practice*
7th Edition
Marianne Schneider-Corey
Gerald Corey

Course Description:

This course is designed to introduce students to the group process and the basic elements to the unfolding of a group from the time of its beginning to its termination. This course will help students gain an understanding of group dynamics and the various stages of in a group's development. Students will utilize the framework of the textbook as a guideline in their role as members, facilitators and leaders of the group process.

This is an applied workshop-style course wherein the student will have an opportunity to *practice* the techniques, skills and approaches as they involve themselves in the group process and group leadership. Additionally this course will facilitate the student's self-awareness as he/she seeks to identify and clarify their personal biases, viewpoints, opinions, and individual perspectives.

Learning Outcomes:

The primary goal of SW 2230 is to provide the student an educational experience in understanding the dynamics of the group process and in the development of skills and effective techniques used in group leadership. The learning outcomes of this course match the college-wide learning outcomes established by Salt Lake Community College in the following ways.

SLCC Learning Outcome #1: Upon successful completion of any program, students should acquire substantive knowledge in the discipline of their choice sufficient for further study, and/or demonstrate competencies required by employers to be hired and succeed in the workplace.

SW 2230 Learning Outcomes: At the end of this course students should be able to:

- Demonstrate substantive knowledge in the area of group process and group dynamics.

- Demonstrate substantive knowledge in the understanding of theoretical orientations and effective techniques and approaches to facilitate the group process.

SLCC Learning Outcome #2: Upon successful completion of any program, students should be able to communicate effectively.

SW 2230 Learning Outcome: At the end of this course students should be able to:

- Communicate effectively both orally and in writing their understanding of the dynamics of group process regarding the norms of governing a group, generating trust, identifying resistance , addressing conflict in order to facilitate healing, inter-member reactions and the various stages in a group's development.
- Communicate effectively both orally and in writing their understanding of self-awareness, their sense of identity and identification of their own personal values in order to facilitate self-exploration in clients.

SLCC Learning Outcome #4: Upon successful completion of any program, students should be able to think critically.

SW 2230 Learning Outcome: At the end of this course students should be able to:

- Demonstrate key aspects of critical thinking in the assessment of probable reasons for certain behaviors impacting the group process.
- Demonstrate key aspects of critical thinking in the selection and use of effective techniques and interventions to address the behaviors impeding the group process.

SLCC Learning Outcome #5: Upon completion of any program, students should develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.

SW 2230 Learning Outcome: At the end of this course students should be able to:

- Attain the introductory knowledge and skills to be prepared to work in group processing in a social work practice in a professional and constructive manner.

Methodology:

The class will be conducted in an open discussion format meaning the textbook material will be regularly discussed and applied during group (class) time. **Thus, it is of the utmost importance that each chapter be read prior to class.** Given the workshop style format students will be responsible for creating, promoting and maintaining the

group (class) process. The instructor's role during this process is to facilitate students' involvement, to clarify theory and to empower student leadership during the group (class) process. The group format is used to allow students an experiential opportunity. We will cover a chapter each week in the following order: Chapters 1-7, Chapters 9-12 and lastly Chapter 8.

Attendance is vital in order to assess and practice the use of textbook concepts, techniques and approaches in the group. The instructor will facilitate an open discussion and create an environment that will ensure the safe disclosure of thoughts, ideas, and personal opinions as the student *practices* their skills in the group.

The learning experience will depend heavily on the commitment of the student to be prepared to participate in classroom discussions, exercises and activities. Attendance and participation is expected and crucial to your learning.

This is not and will not be a therapy group, therefore self-disclosure is strongly monitored by the instructor and to be kept at a minimum and rarely if ever allowed in class.

Class Requirements:

There will be no tests. You will be graded on:

1. Participation (10 points)—you are expected to attend and participate regularly in the class discussions and to team-lead one text-book chapter. Your co-facilitation experience will be made 4-6 weeks into the semester for the student-lead chapters (Ch. 9-12).
2. Weekly reaction/assessment papers (8 essays worth 10 points each totaling 80 points).
 - a. The papers are due at the beginning of each Tuesday class period. Each paper will assess the previous week's chapter and the group (class) process of that chapter.
 - b. Each paper must be a minimum of at least 2 pages in length and should not exceed 3 pages.
 - c. These papers must include and identify specific theories, conceptual orientations and techniques from the chapter applied to the group (class) process.
 - d. There will be no make-up work and no extra credit.
 - e. Absences due to illness is worth only 5-7 points (there is no way to assess group process if student is absent).
 - f. No late papers will be accepted after the next week's paper is due.

3. Final project (1 project involving co-leadership skills practiced within group worth 20 points and a paper identifying specific techniques used worth 20 points).
 - a. Student will be assessed based upon their leadership abilities to assess group needs, facilitate discussion and exploration, address conflict and progress the group process.
 - b. Each student must demonstrate an incorporation of effective techniques and skills.
 - c. This final project must also include a paper identifying the techniques, conceptual orientation and/or intervention used by the co-leaders.
 - d. This paper must be a minimum of at least 2 pages in length.
 - e. Paper is due the following week.

Other Useful Information:

Final Grades – The final grade will be calculated according to how many points you receive on your weekly papers, final project and paper and attendance/participation.

Help – You can contact me via email at mequette.sorensen@slcc.edu I will reply as soon as I can and offer you the assistance you request.

Writing Expectations – It is expected that all assignments, papers and essays will be written on a scholarly level with attention to spelling, grammar, appropriate citations and coherent writing. Each product must be written in a 12-point font, double-spaced with one inch margins on all sides. When applicable each product should follow MLA or APA guidelines. **No handwritten assignments will be accepted.**

Late Assignments – Late assignments are not accepted. If student is absent, a chapter review can be due to student's inability to assess the group's process it is worth only 5-7 points. It is due at the beginning of the next class.

Accommodations for Students with Disabilities – Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957-4947 or by email: linda.bennett@slcc.edu

Classroom Rules

1. Personal comments can often be an important part of the learning process and can lead to valuable personal insight. To encourage the learning process, all personal comments made in class will be **respected**, will be held in confidence by students and should not be repeated outside of the classroom.
2. Self-disclosure that is not applicable to the specific discussion is not inappropriate in an educational setting is discouraged by the instructor.

3. All feelings and opinions are valid, even negative ones. Although these feelings will differ from person to person, feelings and opinions will be respected.
4. Tardiness is disruptive to the learning process for both the teacher and the students. I expect that students will be punctual to class to ensure that the educational process will be maximized.
5. Ringing cell phones, beeping pagers, and text messaging is not permissible during class. Please be respectful of myself and others and turn off all your communicative devices.

Grading Policy: Automatic point deductions will be made for:

1. Late papers— due to illness is worth only 5-7 points.
2. Failing to meet minimum page requirement—docked 2-3 points
3. Excluding any reference to class discussion—docked 2-3 points
4. Excluding any text references (i.e., theory discussion)—docked 2-3 points
5. Plagiarism and/or large sections of cited material—docked 1-10 points

Grading Scale:

124-130	A	100-106	B-	77-81	D+
117-123	A-	93-99	C+	72-76	D
113-116	B+	88-92	C	66-71	D-
107-112	B	82-87	C-	below 65	E

Calendar of Readings

Jan. 12 – Intro.	Feb. 9- Chp. 3	Mar. 9 – Chp. 7	Apr. 6 – Chp. 10
Jan. 19 - Rules & Norms	Feb. 16 - Chp. 4	Mar. 16 – Spring Break	Apr. 13 - Chp. 11
Jan. 26 – Chp. 1	Feb. 23 – Chp. 5	Mar. 23 – Plan Day	Apr. 20 - Chp.12
Feb. 2 – Chp. 2	Mar. 2 – Chp. 6	Mar. 30 – Chp. 9	Apr. 27 – Chp. 8