

**Salt Lake Community College**  
**Department of Social Work**  
**Introduction to Group Therapy**  
**Spring 2014**  
**SW 2230**

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**Required Text:** Groups Process and Practice  
Marianne Schneider Corey  
Gerald Corey  
Cindy Corey

**Course description:**

This is an applied workshop styled course where students will experience group dynamics. We will “run a group” based and grounded on the theoretical principles outlined in each chapter of the book only. Students will experience the dynamics of group process as we move through the text book. The environment is designed so each student can view themselves both as group leaders and group members.

**Course objectives:**

- A. Upon completion of this course students will have experienced an active and inclusive group experience
- B. Upon completion of this course students will have experienced and know group dynamics
- C. Upon completion of this course students will have experienced the different stages of group process
- D. Upon completion of this course students will be familiar with the tools necessary to facilitate a group
- E. Upon completion of this course students will know the different styles of group leadership
- F. Upon completion of this course students will be familiar with the different types of groups
- G. Upon completion of this course students will know how to set and maintain group boundaries
- H. Upon completion of this course students will be aware of their own leadership styles

### **Methodology:**

Class room will be set up in a circle to create a group atmosphere. The content of chapter will be the **only material discussed in class. Under no circumstance will personal information of any nature be allowed to be shared in this class. Students who violate this boundary will be asked to leave and or drop the course.** We will process a chapter a week using “our group” as a laboratory where group dynamics will be created, observed and interpreted by the “group members”, thus it is imperative each student read in advance what we are going to doing.

### **Student’s 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, Taylorsville Redwood Campus, 4600 S Redwood Rd, 84123. Phone: (801)957-4659, TTY: 957-4646, Fax: 957-4947 or by email: [linda.bennett@slcc.edu](mailto:linda.bennett@slcc.edu).”*

**Student Code of Conduct:** Students are expected to follow the SLCC student code of conduct found at:  
[www.slcc.edu/policies/docs/stdtcode.pdf](http://www.slcc.edu/policies/docs/stdtcode.pdf)

### **Evaluation:**

There will be weekly reaction papers. Each paper is to be a maximum of two pages and is due at the beginning of the following class period. Content of the papers must include theoretical information from the text book as it is being observed in “our group process”. It is imperative then that students read the chapter prior to class to make theoretical observations during “our process” and then blend their “group observations” with the text’s theoretical principles, creating an analysis of the group process. No late work will be accepted. Each paper is worth 10 points.

### **Grading Scale:**

115 to 120	A	85 to 89	C+	60 to 64	D-
107 to 114	A-	80 to 84	C	63 and below	E
101 to 106	B+	75 to 79	C-		
95 to 100	B	70 to 74	D+		
90 to 94	B-	65 to 69	D		

Group Process scoring rubric

<b>Criteria</b>	<b>Insufficient (1)</b> <i>Significant revision needed. Topic not addressed</i>	<b>Emerging (2)</b> <i>Need for revision did not really address the question directly, jumped around</i>	<b>Effective (3)</b> <i>While it showed some understanding of the topic it lacked enough theoretical concepts, mostly personal opinions</i>	<b>Strong (4)</b> <i>Shows understanding of topic. Solid blend of theory and personal thoughts, creating an analysis of the topic</i>
<b>Structure</b>	Structure is unclear, thesis is weak or non-existent. Flow of topic through the essay is scattered, it lacks focus.	Structure is generally unclear, often wanders or jumps around. Thought through the discussion are incomplete, thus introducing various discussion points without depth or theoretical grounding.	Structure of the essay contains topic through the discussion, however it is based mostly on personal opinion lacking Group process theoretical principles	Structure contains clear understanding of the topic as evidenced of the inclusion of Group process theory, personal opinion, followed by an integrative analysis of the topic.
<b>Group Process Theory</b>	The student hardly uses Group process theory and principles in the essay. Mostly personal opinions without empirical support.	The student uses Group process concepts sporadically, addresses the topic only in general terms. Is not able to develop a clear discussion Group process concepts	The student includes major Group process principles in their discussion, however the discussion of Group process principles is purely theoretical and does not include proper application to the topic.	The student is able to blend theory and their opinion into a balanced analysis of the topic as evidenced by the clear inclusion of Group process theory
<b>Discussion/ Analysis</b>	Discussion is mostly un supported personal opinions of the topic, has little if any Group theory included.	Unclear and scattered discussion of the topic with minimal Group process theory included as part of discussion. There are several topics included in writing with no clear direction.	Topic is discussed with some Group process theory included; analysis is not clearly balanced and leans towards personal opinions.	Topic is thoroughly discussed with a balance of personal observations well grounded in Group process theory. Uses clear examples to further cement the discussion.
<b>Grammar /Spelling</b>	Numerous errors in spelling, punctuation, capitalization, grammar and	Moderate errors in spelling, punctuation, capitalization,	Minimal errors in spelling, punctuation, capitalization,	No errors in spelling, punctuation, capitalization,

	paragraphing . Does not allow for discussion to flow.	grammar and paragraphing. Moderate disruptions to the flow of the discussion.	grammar and paragraphing. Minimal disruptions to the flow of the discussion.	grammar and paragraphing. No disruptions to the flow of the discussion.
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