I. RATIONALE:

Group interaction is an integral part of everyday life. This course will address the variety of group procedures across a broad spectrum. We will look at the effect of our own participation in groups on the group and the group process. This class will not be used as a group with therapeutic focus.

As Psychology professionals, we recognize that reactions to trauma come in many forms. The content of this course, and discussions about trauma from different perspectives, may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
The student will evaluate group theories.

Learning Outcomes: The student will:

- A-1 Identify key concepts related to various group theories.
- A-2 Identify key individuals associated with each theory.
- A-3 Identify strengths and weaknesses of each theory.

GOAL B:
The student will understand group interaction, rights and responsibilities.

Learning Outcomes: The student will:

- B-1 Define group interaction.
- B-2 Identify rights and responsibilities of group members and leaders.
GOAL C:
The student will understand a variety of group interactions that involve roles including leadership, awareness of self in a group, and management of self in a group.

Learning Outcomes: The student will:

C-1 Evaluate self as leader in a group.
C-2 Evaluate him/herself as a group member.

GOAL D:
The student will understand the stages of group formation (form, storm, norm, perform), and membership.

Learning Outcomes: The student will:

D-1 Identify stages of groups.
D-2 Define self-selection and assigned membership.
D-3 Describe levels of interaction.
D-4 Identify group goals.

GOAL E:
The student will demonstrate knowledge of the effects of communication and group interaction, balancing the needs of the group with the needs of the individual.

Learning Outcomes: The student will:

E-1 Define the nature of communication
E-2 Describe gender differences in communication.
E-3 Demonstrate understanding of reward-seeking behavior and communication patterns.
E-4 Describe factors that inhibit communication.

GOAL F:
The student will demonstrate overt and covert goal setting and objective delineation.

Learning Outcomes: The student will:

F-1 Identify groupthink.
F-2 Identify decision making in groups.
F-3 Distinguish between individual and group goals.
F-4 Demonstrate understanding of the classification of goals.

GOAL G:
The student will understand the role of group participation in work, community, family
interactions, and cultural communities.

**Learning Outcomes:** The student will:

G-1 Identify the group concepts in a work group.
G-2 Describe the family functions as a group.
G-3 Identify cultural roles in groups.
G-4 Identify various roles in community groups.
G-5 Demonstrate understanding of the difference between psychological and sociological groups (face to face vs. abstract concepts).

**GOAL H:**
Understand that trauma may seriously overwhelm and negatively impact a group’s protective structures, and require changes to a culture’s values and functions.

**Learning Outcomes:** The student will:

H-1 Describe the ways in which an individual’s or the group’s trauma history can impact group dynamics.
H-2 Identify the factors taken into consideration in the group dynamics of a trauma-informed group.
H-3 Evaluate evidenced-based trauma-informed interventions for people receiving services in group settings, including health care, schools, and the criminal justice system.

**GOAL I:**
Use appropriate written and oral communication skills.

**Learning Outcomes:** The student will:

I-1 Communicate information orally in a logical and grammatical manner.
I-2 Present written information using standard APA style.