Basic Course Information

Semester:	**Fall 2021**	Instructor Name:	**Tina A. Williams**
Course Title & #:	**PSY 130 Group Leadership & Process**	Email:	**tina.williams@imperial.edu**
CRN #:	**10824**	Webpage (optional):	**N/A**
Classroom:	**Online**	Office #:	**Online**
Class Dates:	**Online**	Office Hours:	**Tuesday/Thursday/Zoom 5:00 to 6:00 pm**
Class Days:	**Online**	Office Phone #:	**760-352-8320**
Class Times:	**Online**	Emergency Contact:	**760-562-5404**
Units:	**3**	Class Format:	**Online**

Course Description

This course will introduce the student to group theory and process and how groups effect the whole social change. It will examine membership in and leadership of various kinds of groups, emphasizing group process. Consideration will be given to goals and strategies of social change and the necessity for social change in relation to personal and social values. The factors involved in problems of communication, effective emotional responses and personal growth also will be highlighted, emphasizing the group process as means of changing behavior.

Course Prerequisite(s) and/or Corequisite(s)

Twelfth Grade reading level is highly recommended

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge and or attitudes as demonstrated by being able to: SLO #1 Identify group need. (ILO2, ILO3) SLO #2 Select and advertise a type of group. (ILO1, ILO2, ILO3) SLO #3 Prepare confidentiality forms. (ILO1, ILO2, ILO3) SLO #4 Prepare ground rules for group participation. (ILO1, ILO2, ILO3, ILO5)

Course Objectives

Upon satisfactory completion of the course, students will be able to:
1. To acquaint you with the growth of small group work and various kinds of groups.
2. To familiarize you with the parameters of the group process, functions of group process, functions of group leadership, controls for the group process, tools for group induction.
3. To acquaint you with the catalysts to interaction including both verbal and non-verbal techniques.
4. Familiarize you with the practical considerations in organizing groups, list ways of measuring a member's progress in a group, the art of groups, and the misuse of groups.

5. To familiarize you with specialized groups in children, adolescents, adults, and the elderly.

6. To familiarize you with special topics such as drug and alcohol, anger management, grief, and other areas.

7. To help you understand issues related to and how to deal with ethical professional relationship

Textbooks & Other Resources or Links

Corey, Marianne S., Corey, Gerald, Corey, Cindy. Groups: Process and Practice, Ninth Edition, Brooks/Cole, Cengage Learning 2014. ISBN: 13-978-1-133-94546-8

Course Requirements and Instructional Methods

This course will consist of a combination of lectures, class discussion, assigned readings, videos, group and individual projects and performance on quizzes and exams.

At least 4 Exams will be given over the course of the fall session. Each exam will consist of multiple choice, true and false and fill in the blank items covering information presented in class and in the readings.

Individual and group project will be based on chapter readings and will also be required during scheduled dates.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement

Course Grading Based on Course Objectives

Grading System:

90-100 % A

80-89 % B

70-79 % C

60-69 % D

50-00 % F

Course Policies

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.

• Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

• Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences. What does it mean to "attend" an online class?4 Attendance is critical to student success and for IVC to use federal aid funds.

Acceptable indications of attendance are:

• Student submission of an academic assignment

• Student submission of an exam

• Student participation in an instructor-led Zoom conference

• Documented student interaction with class postings, such as an interactive tutorial or computerassisted instruction via modules

• A posting by the student showing the student's participation in an assignment created by the instructor.

• A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.

• An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

• What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

• Students are to comply with the following rules of netiquette:

Identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

How am I expected to act in an online "classroom" (especially Zoom)? Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming) a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME. a. Crunching food or chugging drinks is distracting for others. b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU a. It is hard to see you in dim lighting so find a location with light. b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING a. If you are using the camera, show your face; it helps others see your non-verbal cues.5 b. You may be at home but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION a. Catch up on other emails or other work later. b. If you are Zooming, silence your phone and put it away. c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It is best if you conference in a private space, but if you can't find a quiet place, when noises arise MUTE your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING a. Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, but make sure you have unmuted your device. b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked. b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Other Course Information

[Optionally, include other necessary information.]

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property. There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

• Plagiarism is taking and presenting as one is owned the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

*Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary 6 action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service. How do I show academic honesty and integrity in an online "classroom"?

• KEEP YOUR PASSWORDS CONFIDENTIAL. o You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.

• COMPLETE YOUR OWN COURSEWORK. o When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor). Examples of Academic Dishonesty that can occur in an online environment:

* Copying from others on a quiz, test, examination, or assignment.

• Allowing someone else to copy your answers on a quiz, test, exam, or assignment.

• Having someone else take an exam or quiz for you.

• Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);

• Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own.

• Excessive revising or editing by others that substantially alters your final work.

• Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);

• Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available. How do I access services now that we are mostly online?

• CANVAS LMS. Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

• Learning Services. To accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link (IVC online Tutoring). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.

• Library Services. Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!

• Career Services Center. The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.

• Child Development Center. The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300.

Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232.

Application: https://forms.imperial.edu/view.php?id=150958 The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie.

The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice.

Also, under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or

CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures.

We look forward to serving you! - EOPS/CARE Staff the Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved.

The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented.

SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students.

The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness.

We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system.

Please visit us online for assistance at https://imperial.edu/students/student-equity-and-achievement/ or call us at 760-355-6465 or when campus reopens, visit Building 401. What if I cannot afford food, books, or need other help? We have many resources that are available to you.

Please tell us what you need by submitting your request(s) here: https://imperial.edu/students/student-equity-and-achievement/ Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
August 16 – 22	Syllabus & Introduction/Discussion Question/Quiz	
August 23 – 29	Chapter 1: Introduction to Group Work	
Aug 30 – Sept 5	Chapter 2: The Group Counselor	
September 6 – 12	Holiday	
September 13-19	Chapter 3: Ethical and Legal Issues in Group Counseling/Quiz	
September 20-26	Exam Chapters 1 thru 3	
Sept 27 – Oct 3	Chapter 4: Theories and Techniques of Group Counseling/Quiz	
October 4 – 10	Chapter 5: Forming a Group/Quiz	

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
October 11 – 17	Chapter 6: Initial Stage of a Group/Quiz	
October 18 -24	Exam Chapters 4 thru 6	
October 25- 31	Chapter 7: Transition Stage of a Group/Quiz	
November 1-7	Chapter 8: Working Stage of a Group/Quiz	
November 8 – 14	Chapter 9: Final Stage of a Group/Quiz	
November 15-21	Exam Chapters 7 thru 9	
November 22- 28	Holiday: Thanksgiving	
Nov 29 – Dec 5	Chapter 10: Groups in School Settings/Quiz	
	Chapter 11: Groups in Community Settings/Quiz	
December 6 - 11	Final: Chapters 10 & 11	

Subject to change without prior notice