

# SOC 220: GROUP DYNAMICS AND COUNSELING

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## History

1. Dec 3, 2025 by Sera Bird (sabird)
2. Dec 3, 2025 by Carol Evans (cacevans)

**Viewing: SOC 220 : Group Dynamics and Counseling**

**Last approved: 2025-12-03T16:34:14Z**

**Last edit: 2025-12-03T16:33:59Z**

**Effective Term**

Winter 2026

**Rationale and proposal summary**

Update based on assessment report. Assessment plans need to be updated for more effective assessment.

## Course Cover

**Full Course Title**

Group Dynamics and Counseling

**Transcript Title**

Group Dynamics & Counseling

**Subject Code**

SOC - Sociology

**Course Number**

220

**Cross-Listed With**

HSW 220 - Group Dynamics and Counseling

**Department**

Behavioral Sciences Department (BEHD)

**Banner Division**

HSS

**Division/College**

Humanities, Social & Behav Sci (HS)

**Org Code**

11230

**Course Description**

In this course, students will be introduced to creating and using small groups to promote change. Group dynamics and developmental theory are studied in depth. Concepts such as norms, conformity, cohesion and patterns of interaction are covered. Students will learn to analyze and address issues such as attacking the leader and other antitherapeutic forces. The following competencies are taught: screening candidates, composing the group, attending to thoughts and feelings, linking, observing group process, using activities and exercises, as well as ethical group practice.

**Planned Delivery Format**

Face to Face

**Has this course been approved for online or online blended?**

No

**Grading method**

Standard Letter, Audit, Academic Forgiveness

**CIP Code**

199999 - Family and Consumer Sciences/Human Sciences, Other.

**Occupational Indicator**

Yes

**ACS Code**

120

**Credit hours, contact hours, repeatability**

**Repeatable for additional credit**

No

**Course credits**

3

**Lecture contact hours**

45

**Total Contact Hours**

45

**Expected Total Contact Hours**

45

**Prerequisites and prerequisite skill levels**

**College-Level Math**

No Level Required

**College-Level Reading and Writing**

College-level Reading and Writing

**Approved Level I Prerequisite:**

Academic Reading and Writing Levels of 6; HSW 100 or SOC 100, minimum grade "C"

**Is concurrent enrollment an option for this prerequisite?**

No

**Course Assessment Plan**

**Learning Outcome**

**Outcome**

Recognize interpersonal forces typical of any group, such as norms, conformity, developmental stages, cohesion, and state how these forces can be utilized in personal healing and change.

**Assessment #1**

**Assessment Tool**

Group observation presentation

**Anticipated Next Assessment Year**

2027

**Anticipated Next Assessment Term**

Winter

**Assessment Cycle**

Every Three Years

**Anticipated assessment population**

All students from all sections

**How the assessment will be scored**

Departmentally-developed rubric

**Who does the scoring?**

Departmental faculty

**Standard of success**

75% of students will score 90% or higher.

**Assessment #2****Assessment Tool**

Outcome-related exam questions

**Anticipated Next Assessment Year**

2027

**Anticipated Next Assessment Term**

Winter

**Assessment cycle**

Every Three Years

**Anticipated assessment population**

All students from all sections

**How the assessment will be scored**

Answer key

**Who does the scoring?**

Departmental faculty

**Standard of Success**

70% of the students will correctly answer 70% of the outcome-related assessment questions.

**Assessment #3**

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**Learning Outcome****Outcome**

Identify common patterns and problems (such as rescuing and attacking the leader) in group interaction, and state strategies for managing these procedures.

**Assessment #1****Assessment Tool**

Outcome-related components of the group project

**Anticipated Next Assessment Year**

2027

**Anticipated Next Assessment Term**

Winter

**Assessment Cycle**

Every Three Years

**Anticipated assessment population**

All students from all sections

**How the assessment will be scored**

Departmentally-developed rubric

**Who does the scoring?**

Departmental faculty

**Standard of success**

80% of students will score 75% or higher.

**Assessment #2**

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**Learning Outcome**

**Outcome**

Demonstrate beginning skill in attending to thoughts and feelings, observing process and linking.

**Assessment #1**

**Assessment Tool**

Outcome-related components of the group project

**Anticipated Next Assessment Year**

2027

**Anticipated Next Assessment Term**

Winter

**Assessment Cycle**

Every Three Years

**Anticipated assessment population**

All students from all sections

**How the assessment will be scored**

Departmentally-developed rubric

**Who does the scoring?**

Departmental faculty

**Standard of success**

80% of students will score 75% or higher.

**Assessment #2**

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**Learning Outcome**

**Outcome**

Distinguish between ethical and unethical group practice.

**Assessment #1**

**Assessment Tool**

Outcome-related exam questions

**Anticipated Next Assessment Year**

2027

**Anticipated Next Assessment Term**

Winter

**Assessment Cycle**

Every Three Years

**Anticipated assessment population**

All students from all sections

**How the assessment will be scored**

Answer key

**Who does the scoring?**

Departmental faculty

**Standard of success**

70% of the students will correctly answer 70% of the outcome-related assessment questions.

**Assessment #2****Course Objectives**

	Objective(s)
1.	Identify the concepts of conformity, cohesion, norms and control mechanisms.
2.	Describe how interpersonal forces present in small groups can be utilized in promoting change in individual group members.
3.	State the characteristics of group behavior commonly found in each stage of development.
4.	Explain the consequences of the failure of a group to progress through its developmental stages.
5.	Describe and explain the concepts of content, process and latent content.
6.	Describe common problems arising in small group interaction, such as cliques and rescuing.
7.	Describe ways of effectively managing the above common patterns and problems.
8.	Demonstrate beginning skill in increasing client self-awareness.
9.	Demonstrate beginning skill in increasing client awareness and expression of affect.
10.	Demonstrate beginning skill in observing group process and linking group members.
11.	Demonstrate the ability to judge whether a group leader's behavior is ethical or unethical.
12.	Identify strategies for avoiding or managing unethical or ethically ambiguous, group situations.

**General Education Area(s)****Area 1: Writing**

No

**Area 2: 2nd Writing or Communication/Speech**

No

**Area 3: Mathematics**

No

**Area 4: Natural Science**

No

**Area 5: Social and Behavioral Science**

Yes

**Area 5 Social and Behavioral Science Applicability**

Area 5: Social and Behavioral Science (AA)

Area 5: Social and Behavioral Science (AAS)

Area 5: Social and Behavioral Science (AS)

**Area 6: Arts and Humanities**

No

**MTA General Education**

Yes

**MTA Applicability**

MTA Social Science

**Review**

**Is conditional approval requested?**

No

**Is this course currently conditionally approved, and you are now submitting it for full approval?**

No

Key: 8405

## Washtenaw Community College Comprehensive Report

### SOC 220 Group Dynamics and Counseling Effective Term: Fall 2020

#### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** Behavioral Sciences

**Discipline:** Sociology

**Course Number:** 220

**Org Number:** 11230

**Full Course Title:** Group Dynamics and Counseling

**Transcript Title:** Group Dynamics & Counseling

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Three Year Review / Assessment Report

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Course description**

**Outcomes/Assessment**

**Objectives/Evaluation**

**Rationale:** Update master syllabus as a result of assessment report

**Proposed Start Semester:** Fall 2020

**Course Description:** In this course, students are introduced to using small groups to promote change. Group dynamics and developmental theory are studied in depth. Concepts such as norms, conformity, cohesion and patterns of interaction are covered. Problems such as scapegoating and triangulation are analyzed. The following competencies are taught: screening candidates; composing the group; attending to thoughts and feelings; linking; observing group process; using activities and exercises; and ethical group practice.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

**Audit**

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

#### Requisites

**Prerequisite**

HSW 100 minimum grade "C"

or

**Prerequisite**

SOC 100 minimum grade "C"

**General Education****MACRAO**

MACRAO Social Science

**General Education Area 5 - Social and Behavioral Science**

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

**Michigan Transfer Agreement - MTA**

MTA Social Science

**Request Course Transfer****Proposed For:**

Eastern Michigan University

Other : EMU as SOCL 402

**Student Learning Outcomes**

1. Recognize interpersonal forces typical of any group, such as norms, conformity, developmental stages, cohesion, and state how these forces can be utilized in personal healing and change.

**Assessment 1**

Assessment Tool: group observation presentation

Assessment Date: Winter 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: All students

How the assessment will be scored: departmentally-developed rubrics.

Standard of success to be used for this assessment: At least 75% of students will score 90% or higher

Who will score and analyze the data: Behavioral Science faculty

**Assessment 2**

Assessment Tool: Multiple choice test

Assessment Date: Winter 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 70% of the students will correctly answer 70% of the outcome-related assessment questions.

Who will score and analyze the data: Departmental faculty

2. Identify common patterns and problems (such as recuing and scapegoating) in group interaction, and state strategies for managing these procedures.

**Assessment 1**

Assessment Tool: group observation presentation

Assessment Date: Winter 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: All students

How the assessment will be scored: departmentally-developed rubrics.

Standard of success to be used for this assessment: At least 75% of students will score 90% or higher

Who will score and analyze the data: Behavioral Science faculty

### **Assessment 2**

Assessment Tool: Multiple choice test

Assessment Date: Winter 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 70% of the students will correctly answer 70% of the outcome-related assessment questions.

Who will score and analyze the data: Departmental faculty

## 3. Demonstrate beginning skill in attending to thoughts and feelings, observing process and linking.

### **Assessment 1**

Assessment Tool: group observation presentation

Assessment Date: Winter 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: All students

How the assessment will be scored: departmentally-developed rubrics.

Standard of success to be used for this assessment: At least 75% of students will score 90% or higher

Who will score and analyze the data: Behavioral Science faculty

### **Assessment 2**

Assessment Tool: Multiple choice test

Assessment Date: Winter 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 70% of the students will correctly answer 70% of the outcome-related assessment questions.

Who will score and analyze the data: Departmental faculty

## 4. Demonstrate the ability to distinguish between ethical and unethical group practice.

### **Assessment 1**

Assessment Tool: group observation presentation

Assessment Date: Winter 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: All students

How the assessment will be scored: departmentally-developed rubrics.

Standard of success to be used for this assessment: At least 75% of students will score 90% or higher

Who will score and analyze the data: Behavioral Science faculty

### **Assessment 2**

Assessment Tool: Multiple choice test

Assessment Date: Winter 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 70% of the students will correctly answer 70% of the outcome-related assessment questions.

Who will score and analyze the data: Departmental faculty

### **Course Objectives**

1. Identify the concepts of conformity, cohesion, norms and control mechanisms.
2. Describe how interpersonal forces present in small groups can be utilized in promoting change in individual group members.
3. State the characteristics of group behavior commonly found in each stage of development.
4. Explain the consequences of the failure of a group to progress through its developmental stages.
5. Describe and explain the concepts of content, process and latent content.
6. Describe common problems arising in small group interaction, such as cliques and scapegoating.
7. Describe ways of effectively managing the above common patterns and problems.
8. Demonstrate beginning skill in increasing client self-awareness.
9. Demonstrate beginning skill in increasing client awareness and expression of affect.
10. Demonstrate beginning skill in observing group process and linking group members.
11. Demonstrate the ability to judge whether a group leader's behavior is ethical or unethical.
12. Identify strategies for avoiding or managing unethical or ethically ambiguous, group situations.

### **New Resources for Course**

#### **Course Textbooks/Resources**

Textbooks

Jacob, Masson & Harvill. *Group Counseling: Strategies & Skills*, 6th ed. unknown, 2009

Manuals

Periodicals

Software

#### **Equipment/Facilities**

Level III classroom

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b>		
<i>Will Teague</i>	<i>Faculty Preparer</i>	<i>Dec 04, 2019</i>
<b>Department Chair/Area Director:</b>		
<i>Starr Burke</i>	<i>Recommend Approval</i>	<i>Dec 05, 2019</i>
<b>Dean:</b>		
<i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Dec 05, 2019</i>
<b>Curriculum Committee Chair:</b>		
<i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Jul 21, 2020</i>
<b>Assessment Committee Chair:</b>		
<i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Jul 22, 2020</i>
<b>Vice President for Instruction:</b>		
<i>Kimberly Hurns</i>	<i>Approve</i>	<i>Jul 28, 2020</i>