

TROY UNIVERSITY – SOUTHEAST REGION/FLORIDA
CP 6642 – Group Dynamics and Counseling
Term 4, 2013

Instructor : Dr. Cheri Smith
e-mail: csmith104124@troy.edu
Office Hours: before & after class
Semester Hours: 3 hours
Pre-requisites: CP 6610 or adviser's approval
Location: Fort Walton Beach
Meeting Time: April 26 & 27 (beginning at 5:00pm April 26th)
May 3, 4, 17 & 18.

Approved Delivery Models: Methods of instruction may include, but are not limited to: lecture, discussion, videos, off-site group observations, modeling, web-enhanced, and computerized/internet instruction.

Catalog Course Description - The study of group dynamics and group counseling theories, including ethics, group leadership styles, types of groups, group counseling methods and skills, group developmental stages, and therapeutic factors of group work. Experiential activities included. Prerequisite: CP 6610 or advisor's approval.

Goals and Objectives -

The Counseling Programs are designed to provide quality academic programs that emphasize meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision makers). In addition, this course provides opportunities for students to demonstrate knowledge of the following objectives:

Course Objectives

This course will provide students with the opportunity to:

Understand principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutics factors of group work.

II.G.6.A

Learn about group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles. **II.G.6.B**

Become familiar with theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature. **II.G.6.C;** Alabama State Department of Education School Counseling (2)(a)4

Learn about group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness. **II.G.6.D**

Engage in direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. **II.G.6.E**

Required Text:

Corey, G. *Theory and practice of group counseling (8th)*. Pacific Grove, CA: Brooks/Cole.

Livertext Student Edition (Membership Code Card) 2nd Ed., ISBN: 978-0-9796635-4-3 (*Livertext is purchased only one time and used for all classes*)

Recommended Texts & Memberships:

Student Solutions Manual for Corey's Theory and Practice of Group Counseling (8th Edition). ISBN 0-8400-3464-4.

Student membership in American Counseling Association (www.counseling.org) and student membership in Association for Specialists in Group Work (www.asgw.org).

Students should order textbooks as soon as possible to insure receipt prior to the beginning of the term. Troy University's official bookstore is MBS Direct at <http://direct.mbsbooks.com/Troy.htm>. MBS is the official provider of the approved textbooks for each term. Orders may be placed online with a credit/debit card or by phone (1-800-325-3252). Students purchasing textbooks from other sources do so at their own risk in relation to order accuracy, timely receipt, or completeness of materials.

Assignments:

Prior to completing the first LiveText Assignment for this course, students must complete the Demographic Form CP 6642 located in the Forms section of LiveText.

Assignment 1

**LIVETEXT
Reaction Paper
Student Assignment
CACREP 2009 Standards Section II. G. 6 a, b, c & d**

Student Directions: Prepare a reaction paper that follows the guidelines below. When completed, submit the paper to the instructor via LiveText.

Reaction Paper -Choose one Theory of Group Development and write a reaction paper that includes:

Correct use of APA editorial style and graduate level writing skills

A minimum of 12 references from refereed journals

Minimum of 5 content pages

Discussion of theorist(s), theoretical concepts,

Techniques and application to specific populations
 Group leader roles and responsibilities

** Please note the textbook cannot be used as a reference for this assignment

**REACTION PAPER LIVETEXT ASSIGNMENT 1
 INSTRUCTOR GRADES ASSIGNMENT 1 REACTION PAPER AFTER
 STUDENT SUBMITS PAPER IN LIVETEXT**

Element of Assignment	1 No Understanding 0—59%	2 Below Average 60—69%	3 Average 70—79%	4 Mastery 80—89%	5 Exceptional 90—100%
APA Format and Writing Skills	No evidence of use of APA Style or Graduate Level writing skills (More than 5 errors)	Below average use of APA style and Writing Skills (no more than 4 errors)	Average use of APA editorial style and Writing Skills (no more than 3 errors)	Mastery of APA editorial style and Writing Skills (no more than 2 errors)	Exceptional use of APA style and Writing Skills (no more than 1 error)
References from refereed journals II.G.6.C	No refereed sources or irrelevant or questionable sources	Fewer than 12 sources or more than one that is not refereed or older than 3 years.	12 sources but more than one not refereed or older than 3 years.	12 refereed sources including research not older than 3 years.	12+ sources including refereed sources not older than 3 years. Choice of sources illuminating
Group Theory/Theorist Discussion II.G.6.A,C	Inappropriate choice of theory or poorly articulated choice.	Below average choice or explanation of theory	Average choice of theory and explanation	Mastery of topic and articulation of theorist and theory	Exceptional topic and discussion of theory and theorist.
Details of Theoretical concepts and implications for group counseling II.G.6.C	No evidence of understanding of concepts and application to group counseling	Below average understanding of concepts and application to group counseling	Average understanding of concepts and application to group counseling	Mastery of concepts and their application to group counseling	Exceptional articulation of concepts and their application to group counseling
Theory and techniques related to a particular population within specialty area II.G.6.C.D.	No evidence of understanding of application of theory and techniques to a particular population	Below average understanding of application of techniques to a particular population	Average understanding of application of techniques to a particular population	Mastery of application of techniques to a particular population	Exceptional understanding of application of techniques to a particular population
Leadership Roles and Responsibilities II.G.6.A,B	No evidence of understanding of leadership roles and responsibilities	Below average understanding of leadership roles and responsibilities	Average understanding of leadership roles and responsibilities	Mastery of understanding of leadership roles and responsibilities	Exceptional understanding of leadership roles and responsibilities.

Assignment 2

LIVETEXT Group Leadership Student Assignment CACREP 2009 Standards Section II. G. 6 a, b, d & e

Student Directions: Students enrolled in CP 6642 are required to participate in 10 hours of experiential small group work. Part of the class experience is to lead a group. The instructor will evaluate student understanding and demonstration of group process, group leadership skills, theoretical application, group management, and effective group feedback. The instructor will observe and evaluate the student utilizing the LiveText rubric

Lead the group demonstrating:

Discussion of confidentiality and group guidelines and norms

General group facilitation techniques such as open-ended questions, probes, prompts, paraphrases, etc. as well as skills unique to theory of choice.

Group management techniques such as role modeling, management of time, people, resources, activities, etc.

Skill in the promotion of feedback from group members and group leaders.

GROUP LEADERSHIP LIVETEXT ASSIGNMENT 2 RUBRIC INSTRUCTOR EVALUATES ASSIGNMENT 2 IN LIVETEXT AFTER STUDENT DEMONSTRATES GROUP COUNSELING SKILLS/ ABILITIES

Observational Elements	1 No understanding 0—59%	2 Below Average 60—69%	3 Average 70—79%	4 Mastery 80—89%	5 Exceptional 90—100%
Confidentiality and facilitating group norms II.G.6.a	No evidence of discussion of confidentiality and group norms	Below average demonstration of addressing facilitating group norms	Average demonstration of facilitating discussion of confidentiality and group norms.	Mastery of skills necessary to address confidentiality and group norms.	Exceptional demonstration of skills necessary to address confidentiality and group norms.
Facilitating Group Process II.G.6.a	No evidence of facilitating group process through stages of group development	Below average demonstration of facilitating group process through stages of group process	Average demonstration of facilitating group process through stages of group process	Mastery of ability to facilitate group through stages of group process	Exceptional demonstration of ability to facilitate group through group process.
Skills related to chosen theory II.G.6.B.d.	No demonstration of skills related to chosen theory	Below average demonstration of skills related to chosen theory.	Average demonstration of skills related to chosen theory	Master of skills related to chosen theory	Exceptional demonstration of skills related to chosen theory.

Modeling effective group management II.G.6.B.d	No demonstration of effective group management	Below average demonstration of effective group management	Average demonstration of effective group management.	Mastery of effective group management skills	Exceptional demonstration of group management skills.
Effective Feedback of group evaluation II. G.6.d	No demonstration of eliciting effective feedback from group members	Below average demonstration of eliciting effective feedback from group members	Average demonstration of eliciting effective feedback from group members	Mastery of eliciting effective feedback from group members	Exceptional demonstration of eliciting effective feedback from group members.
Participation in 10 clock hours of small group work II. G. 6.e	Completes 0-1 hour of participation in small group work with no understanding of group counseling skills and leadership	Completes 2-3 hours of participation in small group work with below average group counseling skills and leadership	Completes 5 hours of participation in small group work with average group counseling skills and leadership	Completes 6 -9 hours of participation in small group work with mastery level group counseling skills and leadership	Completes 10 hours of participation in small group work with exceptional group counseling skills and leadership

Assignment 3

Journal Review:

Each student will sign up to do one oral journal article review. The article review must focus on an issue related to group counseling, be from a professional counseling association journal and be no more than five years old. Also, please *try* not to use the same article as a classmate.

Assignment 4

Observations of self-awareness group:

Observe one self-awareness groups for at least an hour each and type up a one to two page reaction – in this please include observation of group leadership skills discussed in class and in the textbook. If it is a group that follows the 12 step model i.e. AA, NA then prior approval not needed – for all other groups please get preapproval from the instructor.

Assignment 5

Group Theory Presentation:

Each student will sign-up for a theory presentation focusing only on the group aspect of the theory. A list of theories will be provided. The student will be presenting information represented in assignment 1 – Reaction Paper. You will do a powerpoint presentation and have a one page handout with references (also be sure to reference your slides). The textbook cannot be used as the primary source for this assignment.

Assignment 6

One comprehensive exam covering textbook material will be given. (It will be given in take home format for those students who arrive to class on time and have no absences.)

CP 6642 Group Dynamics and Counseling (Instructor)
 LiveText Instructor's Standards Summary Form
 CACREP 2009 Standards – Section G. 6 a-e

Instructor completes form at the end of the course. This form assesses student progress in meeting CACREP objectives and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term.

Student Directions - The student will submit the assignment named CP 6642 Group Counseling and Dynamics Instructor's Summary Student Document to the instructor in LiveText.

Common Assignments/ Assessments	1 No understanding 0—59%	2 Below Average 60—69%	3 Average 70—79%	4 Mastery 80—89%	5 Exceptional 90—100%
Assignment 1 Reaction Paper CACREP 2009 Standards Section II. G. 6 a, b, c & d	No Understanding of group theory, implications, techniques, and leadership related to counseling specific populations	Below average understanding of group theory, implications, techniques, and leadership related to counseling specific populations	Average understanding of group theory, implications, techniques, and leadership related to counseling specific populations	Mastery level understanding of group theory, implications, techniques, and leadership related to counseling specific populations	Exceptional understanding of group theory, implications, techniques, and leadership related to counseling specific populations
Assignment 2 Group Skills, Leadership and Experience CACREP 2009 Standards Section II. G. 6 a, b, d, and e	No understanding in demonstration of group and leadership skills	Below average understanding in demonstration of group and leadership skills	Average understanding in demonstration of group and leadership skills	Mastery level understanding in demonstration of group and leadership skills	Exceptional understanding in demonstration of group and leadership skills

METHOD OF EVALUATION

Theory Reaction Paper	10 pts
Class Attendance/Participation/Class Activities	45 pts
Group Leadership	10 pts
Journal Review	5 pts
Group Observations	10 pts
Group Theory Presentation	10 pts
Final Exam	<u>10 pts</u>
Total	100pts

Please note - all course assignments must be:

*Original for this class.

*Consistent with the format in the Publication Manual of the American Psychological Association (6th Ed.)

*You must do all textbook reading ahead before the material is discussed in class.

*Late assignments will be assessed at least a 10% reduction in the earned grade and may not be accepted.

GRADING SCALE:

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

LIBRARY SUPPORT:

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the TROY Global Campus Library Web site, which serves all Global Campus students, is [HYPERLINK "http://uclibrary.troy.edu"](http://uclibrary.troy.edu) <http://uclibrary.troy.edu>. This site provides access to the Library's Catalog and Databases, as well as links to all Campus libraries and online or telephone assistance by Troy Library staff. Additionally, the Library can be accessed by choosing the "Library" link from the University's home page, [HYPERLINK "http://www.troy.edu"](http://www.troy.edu) www.troy.edu

Policies:

ATTENDANCE POLICY:

Please notify me (preferably in advance) if you are unable to attend a class session for any reason. Missing class will impact your grade, unless it is a University-excused absence. Because of the importance of group participation if you miss more than one class please consider dropping this course.

AMERICANS WITH DISABILITIES ACT (ADA):

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with

disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the link for Troy University's Office of Human Resources at [HYPERLINK](#)

"<http://www.troy.edu/humanresources/ADAPolicy2003.htm>"

<http://www.troy.edu/humanresources/ADAPolicy2003.htm>. To speak with me about other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please see me after class.

STANDARDS OF CONDUCT:

The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University – Florida Student Handbook, and may be disciplined up to and including suspension and expulsion.

Plagiarism is the passing off of the thoughts or works of another as one's own. Plagiarism involves giving the impression that a person has thought, written, or produced something that has, in fact, been borrowed from another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person; submitting the work of another person; or closely paraphrasing a piece of work without due acknowledgement.

Questions about plagiarism? Go to [HYPERLINK "http://uclibrary.troy.edu/help/helps-plagiarism.htm"](#) <http://uclibrary.troy.edu/help/helps-plagiarism.htm>

ALLEGATIONS OF PLAGIARISM:

Depending on the circumstances, the penalty imposed for plagiarism may include warning, resubmission, loss of marks, failure on a particular assignment or course, or a charge of misconduct to be dealt with by Troy University.

INCOMPLETE GRADE POLICY:

An incomplete grade indicates that the student has not completed all of the assigned class work or has not taken all class examinations, but is otherwise passing the course. *Only the instructor can determine whether an incomplete grade is justified.* It cannot be automatically assigned, but rather must be requested by the student by submitting to the instructor the *Petition for and Work to Remove an Incomplete Grade* form. If the Petitions are approved, a signed copy will be mailed to the student. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive absences.

It is the student's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of Incomplete must adhere to the work completion deadline set by the instructor, not to exceed the end of the following term. This deadline applies whether or not the student re-enrolls for the semester following the assignment of the incomplete grade (s). Failure to clear the

incomplete within the specified time period will result in the assignment of a grade of F for the course.

TROY EMAIL:

All Troy students will be **required** to access and utilize their troy.edu email account for all communication with the university. **All official correspondence** (including bills, statements, emails from distance learning instructors through Blackboard, assignments and grades from distance learning instructors, etc.) will be sent only to the troy.edu address. Your troy.edu email address is the same as your web express user ID followed by “@troy.edu.” You can get to your email account through our web page [HYPERLINK "http://www.troy.edu/fwr" www.troy.edu/fwr](http://www.troy.edu/fwr) or you can go to the email link found there and learn how to add this address to your other email services that support POP accounts (i.e. Outlook, Outlook Express, Yahoo, AOL, etc.).

CELL PHONES AND OTHER ELECTRONIC DEVICES USED IN THE INSTRUCTIONAL ENVIRONMENT

Use of any electronic device by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cellular phones, pagers, and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages is forbidden by the University. Particularly, use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (See pp. 42-52 of the *Oracle*).

In order to receive emergency messages from the University or family members, the call receipt indicator of devices must be in the vibration mode or other unobtrusive mode of indication. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

Course Schedule for CP 6642

<i>Date</i>	<i>Activity</i>
4/26	Introduction/Course Requirements/Ch 1- 3/ Sign up sheets for Journal Review, Theory Presentation and Group Leadership
4/27	Journal Reviews/Ch. 4-5 & 18/ DVD Evolution of a Group
5/3	DVD Challenging Group Leaders/ Journal Reviews/Group Theory Presentations /Group Leadership
5/4	Journal Reviews/Theory Presentations/ Group Leadership

5/17 Journal Reviews/Theory Presentations/Group Leadership

5/18 Theory Presentations/Group Leadership
Final Exam/Group Observations due

Assignments due dates not noted will be due on the date that the student signs up for the activities i.e. journal review, group leadership and theory presentation. Where applicable the assignment should be posted on Live Text on the due date.

The instructor reserves the right to make adjustments to the schedule of meetings and topics as she may determine necessary to meet the needs of the students, course requirements and objectives.