Troy University College of Education
Pensacola Campus

Course Name: *Group Dynamics and Counseling*
Course Number: *CP 6642*
Term: *Term 1 2012*
Tuesdays
5-10 PM

INSTRUCTOR INFORMATION

Dr. Sharon Thompson

srthompson@troy.edu
850-450-5769
OFFICE HOURS
 Tuesdays, and Wednesdays 12 - 5

INSTRUCTOR EDUCATION

PhD, Educational Psychology, University of Alabama
MAMFC, Marital and Family Counseling, Southwestern Baptist Theological Seminary
BS, Belmont University, Psychology
Nationally Board Certified Counselor
LMHC, Florida
LPC, MS
Licensed School Psychologist. MS, LA and GA

Semester Hours: 3 hours
Pre-requisites: CP 6610 or adviser's approval

Delivery Methods: Methods of instruction may include, but are not limited to: lecture, discussion, field trip, videos, guest speakers, modeling, experiential learning, 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. (**the Unit's Conceptual Framework is included at the end of this syllabus**). 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:

1. 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
2. Learn about group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles. II.G.6.b
3. 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
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
5. 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

Texts:

Corey, G. & Corey, M *Theory and Practice of Group Counseling(latest edition).* Pacific Grove, CA: Brooks/Cole.

Corey, G. *Theory and Practice of Group Counseling-Study Manual (latest edition).* Pacific Grove, CA: Brooks/Cole.

Other Materials: **Students are required to purchase LiveText for this course.**

Common Assessments Required by all students enrolled in course.

LiveText/Blackboard - Common Assignments: All students taking course must complete the following assignments.

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

LIVETEXT ASSIGNMENT 1
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:
1. Correct use of APA editorial style and graduate level writing skills
2. A minimum of 12 references from refereed journals
3. Minimum of 5 content pages
4. Discussion of theorist(s), theoretical concepts,
5. Techniques and application to specific populations
6. Group leader roles and responsibilities

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 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	No evidence of	Below average	Average	Mastery of	Exceptional

	understanding of application of theory and techniques to a particular population	understanding of application of techniques to a particular population	understanding of application of techniques to a particular population	application of techniques to a particular population	understanding of application of techniques to a particular population
techniques related to a particular population within specialty area II.G.6.c.d					
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.

LIVETEXT ASSIGNMENT 2
Group Leadership
Student Assignment
CACREP 2009 Standards Section II. G. 6 a, 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:

1. Discussion of confidentiality and group guidelines and norms
2. General group facilitation techniques such as open-ended questions, probes, prompts, paraphrases, etc. as well as skills unique to theory of choice.
3. Group management techniques such as role modeling, management of time, people, resources, activities, etc.
4. 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

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	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

a, b, c & d					
<u>Assignment 2 Group Skills, Leadership and Experience</u> CACREP 2009 Standards Section II. G. 6 a, 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

ASSIGNMENT 3

Group visits (3)
Visit three different groups in your community. Attend three different groups and write a report on each visit (minimum 2 pages). Reflect your positive impressions of the group. Would you do anything differently? Describe the group population, leadership style and identify the theory upon which the group is based (is the group open or closed, homogeneous or heterogeneous?)What is the length of the session, the length of the group (8 weeks, 10 weeks?)?

Oral presentation to class
Choose 2 of the groups that you visited in your community and give an oral report about what you learned from your visit. Reflect your impressions of the group, leadership styles, the setting(environment) for the group, number and type of participants (homogeneous or heterogeneous?). What is the length of the session, the length of the group(ex. 8 weeks, l0 weeks.)?

ASSIGNMENT 4
Group Technique Presentation
The student will choose a group leadership technique, present it via power point to the class, give a 1 page handout on this technique, and utilize it effectively in leading a group of classmates. The student will receive verbal and written feedback from the class.

Evaluation:

Live Text 1: 20%
Live Text 2: 30%
Group Observations and Reports: 20%
Group technique presentation: 20%
Class participation: 10%

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To pass the course, students must demonstrate knowledge and ability as specified by course objectives, assignments, assessments and activities.

TROY E-MAIL

Effective July 1, 2005, all students were required to obtain and use the TROY e-mail address that is automatically assigned to them as TROY students. All official correspondence (including bills, statements, e-mails from instructors and grades, etc.) will be sent ONLY to the troy.edu (@troy.edu) address.

- **If this course is web-enhanced or a "hybrid" course, all students are responsible for ensuring that the correct e-mail address is listed in Blackboard by the beginning of Week #1.** E-mail is the only way the instructor can, at least initially, communicate with you. It is your responsibility to make sure a valid e-mail address is provided. Failure on your part to do so can result in your missing important information that could affect your grade.

Your troy.edu e-mail address is the same as your Web Express user ID following by @troy.edu. Students are responsible for the information that is sent to their TROY e-mail account. You can get to your e-mail account by logging onto the course and clicking "E-mail Login". You will be able to forward your TROY e-mail to your eArmy e-mail account. You must first access your TROY e-mail account through the TROY e-mail link found on the Web site. After you log in to your TROY e-mail account, click on "options" on the left hand side of the page. Then click on "forwarding." This will enable you to set up the e-mail address to which you will forward your e-mail.

-Participation is essential to this course The factors used to assess your grade include participation in all discussions and staying current with assigned readings. **15 minutes late arrival** will count as an **absence**. **Leaving** the class **early** will count as an **absence**. Make sure you arrive on time and stay till the end of class period. **ALL CELLULAR PHONES MUST BE TURNED ON VIBRATE DURING CLASS PERIOD.** **No text messaging is allowed during class time.**

MAKE-UP WORK POLICY

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) that may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above.

If I have not heard from you **by the deadline dates for assignments, exams, etc.,** no make-up work will be allowed (unless extraordinary circumstances existed, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. "Computer problems" are not an acceptable excuse.

INCOMPLETE GRADE POLICY

Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student should complete a request for an incomplete grade.

Note: A grade of incomplete or "INC" is not automatically assigned to students, but rather must be requested by the student by submitting a *Petition for and Work to Remove an Incomplete Grade* Form. Requests for an incomplete grade must be made on or before the date of the final assignment or test of the term. A grade of "INC" does not replace an "F" and will not be awarded for excessive absences. An "INC" will only be awarded to student presenting a valid case for the inability to complete coursework by the conclusion of the term. *It is ultimately the instructor's decision to grant or deny a request for an incomplete grade, subject to the policy rules below.*

Policy/Rules for granting an Incomplete (INC)

- An incomplete cannot be issued without a request from the student.
- To qualify for an incomplete, the student **must**:
    a. Have completed over 50% of the course material and have a documented reason for requesting the incomplete. (50% means all assignments/exams up to and including the mid-term point, test, and/or assignments.)
    b. Be passing the course at the time of their request.
  If both of the above criteria are not met an incomplete cannot be granted.
- **An INC is not a substitute for an F. If a student has earned an "F" by not submitting all the work or by receiving an overall F average, then the F stands.**

TECHNOLOGY REQUIREMENTS
Students must have:
- A reliable working computer that runs Windows XP or Windows Vista.
- A TROY e-mail account that you can access on a regular basis (see "TROY e-mail" above)
- E-mail software capable of sending and receiving attached files.
- Access to the Internet with a 56.9 kb modem or better. (High speed connection such as cable or DSL preferred)
- A personal computer capable of running Netscape Navigator 7.0 or above, Internet Explorer 6.0 or above, or current versions of Firefox or Mozilla. Students who use older browser versions will have compatibility problems with Blackboard.
- Microsoft WORD software. (I cannot grade anything I cannot open! This means NO MS-Works, NO WordPad, NO WordPerfect)
- Virus protection software, installed and active, to prevent the spread of viruses via the Internet and e-mail. It should be continually updated! Virus protection is provided to all Troy students free of charge. Click on the following link https://it.troy.edu/downloads/virussoftware.htm and then supply your e-mail username and password to download the virus software.

TROY UNIVERSITY POLICY STATEMENTS

NON-HARASSMENT, HOSTILE WORK/CLASS ENVIRONMENT

Troy University expects students to treat fellow students, their instructors, other TROY faculty, and staff as adults and with respect. No form of "hostile environment" or "harassment" will be tolerated by any student or employee.

AMERICANS WITH DISABILITY 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 following link: **Error! Hyperlink reference not valid.**.

Academic Conduct

The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (see Standard of Conduct in each TROY Catalog). Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any university employee.

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 Catalog and Oracle, and may be disciplined by any means including warning, resubmission, loss of marks, failure on a particular assignment or the course and up to and including suspension and expulsion from the University.

*Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else's intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one's own. Proper quoting, using strict APA formatting, is required, as described by the instructor. All students are required to read the material presented at: http://troy.troy.edu/writingcenter/research.html

• Students must properly cite any quoted material. No term paper, business plan, term project, case analysis, or assignment may have no more than 20% of its content quoted from another source. Students who need assistance in learning to paraphrase should ask the instructor for guidance and consult the links at the Troy Writing Center. If students have questions about plagiarism, they should go to http://uclibrary.troy.edu/help/helps-plagiarism.htm

• This university employs plagiarism-detection software, through which all written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the internet (to include essays for sale), and papers turned in by students in the same and other classes in this and all previous terms. The penalty for plagiarism may range from zero credit on the assignment, to zero in the course, to expulsion from the university with appropriate notation in the student's permanent file.

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 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, www.troy.edu.

FACULTY EVALUATION

In the eighth week of each term, students will be notified of the requirement to fill out a course evaluation form. These evaluations are completely anonymous and are on-line. Further information will be in the email notifying you of the location and availability of the evaluation.

Absence Policy
ATTENDANCE OF CLASS, IN ITS ENTIRITY, IS REQUIRED. Excessive tardiness will result in a drop in grade by one letter
-Participation is essential to this course The factors used to assess your grade include participation in <u>all</u> discussions and staying current with assigned readings. **15 minutes late arrival** will count as an **absence**. **Leaving** the class **early** will count as an **absence**. Make sure you arrive on time and stay till the end of class period. **<u>ALL CELLULAR PHONES MUST BE TURNED ON VIBRATE DURING CLASS PERIOD.</u> No text messaging is allowed during class time.**

Week 1: Introductions and Syllabus Review

Week 2: Group Formation
        Confidentiality
        Group Leadership Set-up for Success

Week 3: *Group Visit Report 1 due
            Group Stages
            Techniques
            Populations
Week 4: Experiential Group Leadership
        Student-led groups
        * Group visit reports 2 and 3 due
Week 5: Techniques with Special Populations
         Student-led groups

        *Live Text 1 due

Week 6: Student-led Groups

Week 7: Individual Research

Week 8: Student-led Groups/Reports/Technique
Week 9: Student-led Groups/Reports/Technique
Final