COUN 528.001: INTRODUCTION TO GROUP DYNAMICS AND PROCEDURES

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Semester: Fall 2014
Office Hours: Dr. Saatci's office is at Bin 229A
Wednesdays: 3:00-4:30pm. In Commerce (Bin 229A)
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Group Supervisors (doctoral students): Evelyn L. Gibbs (section 001) and Shanda Riley (section 401).

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
REQUIRED - Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Belmont, CA: Brooks/Cole. ISBN-13: 978-1-133-9454-8; ISBN-10: 1-133-94546-5.
**Additional assigned readings are integral to your understanding of this course and will be provided during class.

Course Description:
COUN 528. Introduction to Group Dynamics and Procedures. Three Semester Hours. This course entails a study of group development, dynamics, and theories in relation to group guidance, group counseling, and group therapy. Leadership styles, techniques and roles are explored, and ethical and legal issues related to group interventions are discussed. Prerequisite: COUN 510 or consent of instructor with concurrent enrollment in COUN 510.

GENERAL COURSE INFORMATION
As one of the core courses in the TAMUC Counseling Program, this course should be taken early in the student's program, but not first. The course includes studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. A grade of "B" or higher must be earned in COUN 501, 510, 528, and, 516 for admission to candidacy status (or its equivalent for those seeking school counselor certification only), which is required before practicum (COUN 551).

Student Learning Outcomes:
Students will:
1. demonstrate understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
2. demonstrate understanding of group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
3. demonstrate understanding of theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature;
4. demonstrate understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
5. demonstrate understanding of approaches used for other types of group work, including task groups, psycho-educational groups, and therapy groups;
6. demonstrate understanding of professional preparation standards for group leaders;
7. demonstrate understanding of ethical and legal considerations related to group work;
8. become more conscious of his/her personal growth through participation as a group member.

CONTENT AREAS include, but are not limited to the following:
I. Group dynamics

A. Group process components; balancing process and content
B. Developmental stage theories (Warm-up Phase, Action Phase, and Closure Phase in Groups)
C. Group members' roles and behaviors
D. Therapeutic (Curative) factors of group work (Yalom)

II. Group leadership skills, styles, and approaches
A. Characteristics of various types of group leaders and leadership skills
B. Leadership styles

III. Theories of group counseling
A. Commonalities (Universality)
B. Distinguishing characteristics
C. Pertinent research and literature

IV. Group counseling methods
A. Group counselor orientations and behaviors
B. Appropriate selection criteria and methods
C. Methods of evaluation of effectiveness

V. Approaches used for other types of group work
A. Task groups
B. Psycho-educational groups
C. Counseling Groups
D. Therapy groups

VII. Professional preparation standards for group leaders

VIII. Ethical and legal considerations related to group work

TExES COMPETENCIES THAT RELATE TO THIS COURSE *(TExES is the state examination required for school counselor certification.)*

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

Corey, G. (2012). *Theory and practice of group counseling.* (8th ed.). Pacific Grove, CA: Brooks/Cole.

DeLucia-Waack, J. L., Bridbord, K. H., & Kliener, J. S. (2006). *Group work experts share their favorite activities: A guide to choosing, planning, conducting, and processing.* Alexendria, VA: Association for Specialists in Group Work.

DeLucia, J. L., Coleman, V. D., & Jensen-Scott, R. L. (1992). Cultural diversity in group counseling. *Journal for Specialists in Group Work, 17*(4), 194 – 195.

Foss, L. L., Green, J., Wolf-Stilner, & DeLucia-Waack, J. L. (Eds.). (2008). *School counselors share their favorite group activities: A guide to choosing, planning, conducting, and processing.* Alexandria, VA: Association for Specialists in Group Work.

Jacobs, E., Harvill, R., & Masson, R. (2006). Group counseling: Strategies and skills (5th ed.). Pacific Grove, CA: Brooks/Cole.

Morganett, R. S. (1990). *Skills for living: Group counseling activities for young adolescents.* Champaign, IL: Research Press.

Morganett, R. S. (1994). *Skills for living: Group counseling activities for children.* Champaign, IL: Research Press.

Pfeiffer, J. W., & Jones, J. E. (Eds.). (1993). *The annual handbook for group facilitators.* San Diego: University Associates.

Yalom, I. (1995). The theory and practice of group psychotherapy. (4th ed.). New York: Basic Books.

Zimpfer, D. G. (1993). Group work in the helping professions: A bibliography. (Part II) *Journal for Specialists in Group Work, 18*(4), 149-165.

COURSE REQUIREMENTS

Instructional/Methods/Activities Assessments

Instructional Methods: Lecture, discussion, and experiential. In addition to other requirements, this course involves an experiential component of at least **6 sessions** designed as training for group membership and leadership. The group experiences are not designed to substitute for therapy.

Attendance (30 points): Because the group process is seriously affected by member absence, participation is required. You may have only one excused absence. Your grade will be lowered 10 points for any *unexcused absence* or your grade will be lowered one level for *two absences*. *No absences are excused during the 6-week counseling group* process. Please plan accordingly.

Homework: Homework assignments are to be completed by the assigned date. All papers are due at the beginning of the class period. Late papers will have 10% deduction from the final score.

Participation in Class Discussions and In-Class Activities (60 points): You will have the opportunity to demonstrate knowledge and understanding of key concepts through class discussions and in-class activities.

Student Learning Outcomes #1, #2, #3, and #4

The Group Proposal Paper (150 points): In this paper, you will demonstrate the ability to apply knowledge and principles of group dynamics and processes in writing. The object of the paper is to propose a group you might like to conduct in Practicum or Internship. Minimum length is **20-pages**, typed and double-spaced using 12 pnt. font, Times New Roman, one-inch margins from all sides, and, APA style writing. The paper will include: (a) **8 to 10-page literature review** on the group topic you selected; (b) screening, logistics, and **6-8 session** plan for a group in a school or agency setting; and (c) appendices containing group activities and resources, if you have any.

The paper will include *references* from at least *ten* journal articles, in addition to *a few* texts. In addition to citing and synthesizing information from the related literature, you should specify the form and content of each group session, stating your objectives/goals for each. Include your selection procedure and screening techniques. Identify the session(s) when individual education plans will be identified for each member, and the opportunities for subsequent follow-up on each member's progress. Be certain your paper includes all elements listed in the *Group Paper Outline* (included in this syllabus).

Your paper may address a *group counseling* application, a *task group* (teambuilding skills), a *school guidance group* or a *psycho-educational group* but *not a group psychotherapy situation*. It would be practical to identify a group you might actually lead in your Practicum or Internship field placement. Do not choose *a suicide prevention group* for your first attempt. Do not involve any at-risk students; "at-risk" groups of students are worthy of counseling, but frequently involve mislabeling or dual diagnoses.

Midterm Exam/Test (100 points): There will be a midterm exam in the form of a *multiple-choice test*, in which you will demonstrate knowledge and application of key concepts. There will be *25 questions* in the test.

Student Learning Outcomes #1 and #2

In-class Counseling-Group Experience (points are included in the 10-points weekly-journal-assignment): Students will attend counseling groups and gain experience both as group members and group leaders throughout the semester by participating in the experiential/process group activities in class with their group supervisors. Sometimes your instructor will lead you for training, practicing, and teaching certain skills in an experiential group as well. The student's role in the group process will be important. There will be **6 sessions** of group practices with your supervisors. Each session will last **90 min.s. Positive** or **negative** thoughts of the supervisor of your leadership skills/style will reflect on your weekly journal grades.

Student Learning Outcomes #1, #2, #3, and #4

Weekly Journals (10-points each): Students will demonstrate understanding of group dynamics, group process components, leadership skills, and, ability to self-reflect as a group member and leader through completion of a structured weekly journal assignment during the six week group process with their supervisors. These journals will be graded by their supervisors. Each week you will turn in a ~2 page journal on the previous week's counseling group practice. The journal will consist of a section from each of the following headings:

1) Description of the group as a whole (2.5 points): Identifying
   a) group's atmosphere as an entity (e.g., what changes, if any, did you notice as the group unfolds? In which phase/stage was the group?)
   b) topic of greatest interest to the group, and
   c) group's activity level/members' behaviors/conflicts if any (e.g., what changes did you notice? Did you notice any therapeutic factors that related to you?)

2) Self-appraisal (2.5 points): Identifying
   a) your feelings (e.g., what changes, if any, did you notice? What were you affected from?)
   b) topic of greatest interest to you, and
   c) your activity level (e.g., how active were you either as a member or leader? Which leadership skills did you use as a leader?)

3) Description of one member (2.5 points): Identifying
   a) Something you admire or something you noticed as a characteristic/quality of someone in the group such as "member A".
   b) What did you learn from this member?
   c) Do you have something in common with this member? Did you want to imitate this member? Please do not give any member's names but use code names, letters, etc. instead.

4) Relation of group session to outside experience (2.5 points): Identifying
   How you might use something that you learned in this class or took from your group sessions if you would apply and practice it into your daily life?

Grading

Attendance	**30 points**
Participation	**60 points**
Weekly Journals	**60 (6 journals at 10-points each)**
Midterm/Test	**100 points**
Final Paper	**150 points**

A = 360–400 **C =** 280–319
B = 320–359 **D/F =** 279 and below

TECHNOLOGY REQUIREMENTS

This class requires students to be able to access and use the library databases.

ACCESS AND NAVIGATION

This face-to-face class does not require access to eCollege.

COMMUNICATION AND SUPPORT

Preferred method of contacting the instructor is email: yesimsa@hotmail.com. In most instances you will receive a reply within 24–48 hours. If you are in need of support, please email and/or make an appointment to meet with the instructor. Be sure to email in advance if you will miss class or will be late to class.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Attendance: The student is expected to attend class regularly. The student may have *one* absence. The student must communicate with the professor via email to inform of absence prior to class or immediately following if an emergency. A student who misses unexcused two classes will automatically drop a letter grade at the end of the semester. **There are no excused absences during the six week group practice process.**

Class participation: Students are expected to make an active and personal effort to contribute to class. In order to gain full benefit of the material covered, participation is" essential. "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." See Student's Guide Handbook, Policies and Procedure, Conduct). All phones, pagers, and other communication devices are to be turned off or place on silent mode during class. If you need to check a device please do so at break or excuse yourself from the class.

Required Papers: Papers are due on the dates noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deducted from the final score. Papers should be typed, double-spaced, with a one-inch margins on all sides, 12 pnt. font, and in Times New Roman. Use APA format to cite all references. Please correct typos and grammar. Make sure to include title page according to APA format.

University Specific Procedures:

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

UNIVERSITY CLOSING DUE TO WEATHER

Check http://www.tamuc.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

COUN 528 Section 001-COURSE OUTLINE/CALENDAR

Week 1: 8/27	**Course Expectations and Introductions into Group Work**
Week 2: 9/3	**History of Groups and Group Counselor/Leadership skills**
Readings:	Corey's book, Ch.s 1-2
Week 3: 9/10	**Co-Leader Skills, Group Dynamics and Stages, Therapeutic Factors (Yalom)**
Readings:	Corey's book, Ch.s 2, 5, 6
Week 4: 9/17	**Transitions and Working Stage of Group**
Readings:	Corey's book, Ch.s 7-8
Week 5: 9/24	**Termination and Closure Stage of Group/Groups in School Settings**
Readings:	Corey's book, Ch.s 9-10
Week 6: 10/1	**Diversity-Competent Group Leadership & Ethical Issues**
Readings:	Corey's book, Ch. 1 (Diversity section) & Ch. 3. Visit ACA's website at www.counseling.org to obtain ACA's *Code of Ethics (2005)*–Bring a copy.
Week 7: 10/8	**Group Proposal Paper: Review Guidelines; Getting Started, Group Expressive Arts Activity**
Readings:	Review APA style.
Week 8: 10/15	**Changing Behavior, Intro to Group Theories, Midterm Exam/Test Review**
Readings:	Corey's book, Ch. 4; pgs. 97-107
Week 9: 10/22	**Midterm Exam/Test and/Group practice with your supervisor 1**
Week 10: 10/29	**Changing Behavior (Psychodynamic/Adlerian)/Group practice with your supervisor 2**
Readings:	Corey's book, Ch. 4; pgs. 108-113
Week 11: 11/5	**Changing Behavior (Existential, Person-Centered, and Gestalt)/Group practice with your supervisor 3**
Readings:	Corey's book, Ch. 4; pgs. 114–120
Week 12: 11/12	**Changing Behavior (CBT, Behavior Th., REBT)/Group practice with your supervisor 4**
Readings:	Corey's book, Ch. 4; pgs. 123-130
Week 13: 11/19	**Changing Behavior (Reality, Solution focused, Narrative)/Group practice with your supervisor 5**
Readings:	Corey's book, Ch. 4; pgs. 130-137
Assignment:	**Group Proposal Paper Due,** at the beginning of class
Week 14: 11/26	**University Closed, Thanksgiving Holiday**
Week 15: 12/3	**Final class day. (Postmodern Approaches, Feminist Th.)/Termination of Group practice with your supervisor 6**
Readings:	Corey's book, Ch. 4; pgs. 132, 138

COUN 528: Group Paper Outline

In this assignment, YOU will be *the leader* of the type of group you selected. You will form and design your own group as a group therapist/counselor based on especially Ch. 5, class notes, experiential activities, and, other chapters.

1) Literature review (minimum 8-10 pages):

Does it document this topic as a widespread problem?
Does it describe the key elements of the topic?
Does it identify and describe the most important issues faced by group members?
Does it identify solutions discovered by others?
Does it review 10 recent journal articles, as well as one or two books?

2) Group Logistics:

Is the duration sufficient to cover topic and allow for change?
Is the length of session sufficient for number of members?
How do you incorporate holidays into your group plan?
If school children involved, how are the sessions staggered so child does not lose time from the same subject repeatedly?

3) Screening:

When deciding whom to exclude, what are the criteria?
Is this a heterogeneous or homogenous group? When deciding whom to include, which of the following are taken into account?: Gender, cognitive ability, maturity, duration of issue, frequency of issue, intensity of issue, acceptance and/or completion of issue.

4) Group Session Plans:

What are the ground rules? An early session identifying General Goals, followed by session(s) identifying Individualized Goals, and then leading/role playing/activities if any/support by the group if any, for the opportunity to transfer learning to real life–occurring in time for member(s) to "change". Explain the following in your group sessions: the phases/stages of your group, some leadership skills that you used, member-to-member interactions (member behaviors) and member-to-leader interactions, give examples of group dynamics taking place in the group during some of the sessions such as therapeutic factors while the group unfolds. Which of these therapeutic factors did you observe? Did you use any counseling theory that appeals to you in your groups? Which theory did you use? How?

5) Explain briefly what characteristics distinguish "your group" from another type of group such as (pick only one to compare and contrast briefly): psycho-educational group, task group, counseling group, or therapy group?

6) Check if your paper is **APA style**.

Topics for Group Papers (other topics only with advance permission from the Instructor)

-Loss-Bereavement

-Children of Divorce

-Building Social Skills (choose one skill)

-Families of Alcoholics

-Stepfamily Issues

-Females with food issues

-Survival Tactics for Newcomers