



COUN 528: Introduction to Group Dynamics and Procedures
Course Syllabus: Fall 2018
Thursday 4:30 – 7:10 CHEC 110

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Office Hours: Thursday 1:30 – 4:30 in McKinney (CHEC) by appointment only

Catalog Description of Course: COUN 528. Introduction to Group Dynamics and Procedures. Three Semester Hours. 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 Description and Content Areas: This course will introduce the basic theories and procedures of group counseling. The goal of this course is to provide students with an overview of the study of group dynamics and the major approaches to group modalities. Students will study various group modalities, including group guidance, task-groups, group counseling, and group psychotherapy. Various theoretical approaches to group counseling will also be reviewed. Emphasis will be on how to effectively start, lead, terminate, and evaluate a therapy group process. Students will work on developing an understanding of the skills requisite to group membership and leadership. Students will examine their approach to group counseling, exploring the dynamics of relationships unique to a group setting. As a result, group skill development opportunities, observation experiences, and mandatory laboratory group experience will occur each week. Group counseling will highlight a variety of different groups, including children, adolescents, adults, and geriatric group work, spanning across diverse settings. Evaluation will be based on several factors, including strengths and deficits in intrapersonal and interpersonal group counseling skills as demonstrated via role-plays, class exercises, examination, and/or written assignments. 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).

Course Objectives:

Students will become more aware of their personal growth through participation as a group member, and demonstrate understanding of:

1. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work
2. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles
3. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature
4. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness
5. approaches used for other types of group work, including task, psychoeducational, and therapy groups
6. professional preparation standards for group leaders
7. ethical and legal considerations related to group work

Method of Instruction

Instructional methods include readings, didactic lectures, video analysis, discussion, experiential activities, role plays, case conceptualizations, and supervised application.

Graded Assignments:

Attendance, Participation, and Attitude	20 points	assessed throughout course
Group Modality Research Paper (project 1)	20 points	due 2/28/18 (class 7)
Group Proposal (project 2)	20 points	due 4/25/18 (class 14)
Reflection Journal	20 points	written weekly (will be requested sporadically)
Final Exam	20 points	due on or before 5/9/18 (class 16)
Total	100	

When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program. (ACA Ethical Standards)

Grading Criteria: A 100-90 B 89-80 C 79-70 (not a passing grade) F < 69

Required Text

Yalom, I.D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy (5th ed.)*. New York, NY: Basic Books.

Recommended Reading

Rogers, C. (1970). *Carl Rogers on encounter groups*. New York, NY: Harper & Row.

Corey, M.S., Corey, G., & Corey, C. (2017). *Groups: Process and practice (10th ed.)*. Boston, MA: Cengage Learning.

Course Requirements

Class Participation is expected of each student. If a student misses more than 2 class meetings, the instructor reserves the right to reduce the student's grade by one letter. All assignments must be completed, and attendance of the group laboratory is mandatory to pass the class. It is important to keep up with the class readings. Your instructor reserves the right to utilize "pop quizzes" to externally motivate students if needed.

Assignments, Expectations, and Grading

Class Attendance, Participation, and Attitude (20 pts): Participation in class includes actively volunteering for and participating in activities such as role-plays, leading class in group activities, contributing to class discussions, actively contributing to supervision experiences, and completing additional in-class activities and reflective assignments. Demeanor, attitude, and overall disposition toward peers, professor, and mock clients will be GREATLY taken into consideration. The student is to notify the instructor within the first two weeks of the term if issues hinder participation (i.e., an ADA accommodation has been filed and paperwork is presented to instructor) – such issues will not negatively affect the participation grade.

Attendance: Final grade can be impacted if an unexcused absence occurs and/or if attendance is inconsistent (i.e., showing up to class late, returning from breaks late, or missing a day(s)). A 24-hour notice of any absence should be given. Furthermore, if a student must miss one class, it is the student's responsibility to contact a classmate to get all the material and assignments covered during their absence. Should a student miss more than two classes, his/her final grade will be impacted.

Attitude: A major component of the Attitude component is your presence and willingness to participate in the laboratory experience (group sessions). You will not be formally evaluated in your laboratory group; however, attendance and lack of professional deportment will be reported to the instructor. You don't need to have a

"problem" in order to invest in the group. The group will hopefully be an interpersonal experience that will provide you an opportunity to test your self-processing skills, and allow you a personal experience of group process to more effectively integrate course content.

There are TWO group collaboration projects, consisting of at least 2 to 3 students in each group. Each student will evaluate each other with a percentage of how much work they contributed to the group, and this will be considered in the student's participation grade at the end of the course.

Group Project #1: Group Modality Research Paper (20pts): This is a group project collaboration with at least 2-3 students. This research paper on a special topic interest in Group Counseling is required. This is a 8-10 page (not including references or title page), APA-compliant paper that may include the following: research conducted on the utilization of this modality; descriptive literature on the tenets and functionality of the group modality, limitations, logistics to consider, etc. Please incorporate the following headings when constructing your paper: Introduction; Group Theory/Tenets; Organization/Function; Benefits, Limitations, and Personal Impression.

Group Project #2: Group Proposal (20pts): Your group will prepare a proposal, 9-12 pages. Please follow APA style (latest edition) and use Times Roman 12-point font, OR choose a creative style (an example will be given). Select a setting in which you want to implement a group program (i.e., groups designed for children, adolescents, college students, older adults, etc.). Please select one of the specialization areas (i.e., task, psycho-education, counseling or therapy). Your design can include an on-going group, a series of single-session groups, or a single group experience, such as a ½ day or all day training workshop.

The purpose of this assignment is to demonstrate your working knowledge of group theory, models, leadership style, and group process and to address the points below:

1. Background and rationale for your design
2. Relevant literature to support your rationale (minimum of 5 journal articles)
3. Objectives for the group
4. Selection Criteria and Composition of the group
5. Logistics to consider when planning the group
6. The theoretical approach you will use in your group and the rationale for that particular theory in contrast to other group counseling theories
7. Ways you will attempt to balance process and content in your group
8. Examples of how you will attend to warm-up, action, and closure phases in your group
9. Leadership role and functions
10. Evaluation:
 - a. How will termination and follow-up appraisals be performed to evaluate the effectiveness of the group?
 - b. What provisions will be made for persons who do not progress or who are harmed as a result of the group experience?
11. Develop 3 research questions that may be used to further explore your topic or population of interest
12. Interpersonal learning: Describe how you will help group members translate interpersonal learning in the group to life beyond the group.

Reflection Journal (20%): Each group participant (student of the class) will maintain a journal exploring their personal process of their group experience. These entries are to be written weekly, after each group, and will be requested to be submitted randomly to "demonstrate" your adherence to the assignment. Your full journal will be turned in as **one document** at the completion of the group experience. Although your journal is not graded for content, it contributes to your overall attendance, participation, and attitude grade.

Final Exam (20 pts): The final exam may consist of multiple choice, open ended questions, fill in the blank, and/or essay questions, and will be utilized to assess your learning of the course materials.

CACREP Standards Addressed in COUN 528

Core Standard	Learning Activity or Assignment	Assessment
2.G.6a. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.	Demonstrate an ability to relate to and facilitate a counseling group as a group leader by manifesting effective communication skills through oral, written, and nonverbal expression; Demonstrate an ability to explain the personal characteristics and dynamic process skills needed to be an effective group counselor.	Class discussions, group laboratory experience, in-class role plays, group proposal paper, personal reflection journal, research paper, and final exam.
2.G.6b. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.	Demonstrate an ability to explain the personal characteristics and process skills needed to be an effective group counselor.	Class discussions, group laboratory experience, in-class role plays, group proposal paper, personal reflection journal, research paper, and final exam.
2.G.6c. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.	Counsel groups and group members utilizing appropriate counseling theoretical foundations and techniques in response to the needs of the group and the individual. This also includes the demonstration of proficient teaching of small and large groups by actively engaging members of the group.	Class discussions, group proposal paper, personal reflection journal, research paper, and final exam
2.G.6d. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.	Express understanding in the variety of group counseling modalities, as well as the process of forming a group, including recruiting, screening, selection, and consent.	Class discussions, group laboratory experience, in-class role plays, group proposal paper, personal reflection journal, research paper, and final exam.
2.G.6e. 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.	Assess oneself regarding areas of strength and areas for growth as a group counselor; demonstrate the knowledge of a group in various stages and how to intervene at critical junctures	Group laboratory experience and personal reflection journal
2.G.1j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Demonstrate an ability to explain how an individual's group membership, culture identity development, ethnic background, and social justice influence an	Class discussions, group laboratory experience, in-class role plays, group proposal paper, research paper, and final exam.

	approach and process to group counseling; Students will identify historical, social, and cultural factors affecting help-seeking behaviors in diverse groups.	
2.G.5b. Counselor characteristics and behaviors that influence helping processes.	Demonstrate an ability to explain the personal characteristics and process skills needed to be an effective group counselor.	Class discussions, group laboratory experience, in-class role plays, group proposal paper, personal reflection journal, research paper, and final exam.
CMHC Standard	Learning Activity or Assignment	Assessment
C3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	Exhibit awareness and knowledge in facilitating and advocating for the needs germane to the individual group members by involving caretakers (i.e., parents/guardians) and additional outside enterprises.	Class discussions, in-class role plays, group proposal paper, research paper, and final exam.
C5. Understands the range of mental health service delivery -- such as inpatient, outpatient, partial treatment and after care -- and the clinical mental health counseling services network.	Express understanding in the variety of group counseling modalities	Class discussions, group laboratory experience, in-class role plays, group proposal paper, personal reflection journal, research paper, and final exam
School Standard	Learning Activity or Assignment	Assessment
C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Counsel groups and group members utilizing appropriate counseling theoretical foundations and techniques in response to the needs of the group and the individual. This also includes the demonstration of proficient teaching of small and large groups by actively engaging members of the group.	Class discussions, group proposal paper, personal reflection journal, research paper, and final exam
C5. Understands group dynamics -- including counseling, psychoeducational, task, and peer helping groups--and the facilitation of teams to enable students to overcome barriers and impediments to learning.	Demonstrate an ability to relate to and facilitate a counseling group as a group leader by manifesting effective communication skills through oral, written, and nonverbal expression; Demonstrate an ability to explain the personal characteristics and dynamic process skills needed to be an effective group counselor.	Class discussions, group laboratory experience, in-class role plays, group proposal paper, personal reflection journal, research paper, and final exam.

TEXES COMPETENCIES RELATED TO THIS COURSE (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 003 (Factors affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 006 (Counseling)

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

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

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

ACCOMODATIONS FOR 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 or Fax (903) 468-8148

StudentDisabilityServices@tamuc.com

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.)

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduate/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

DIGITAL DEVICES: It is inappropriate to text, email, check email or texts, use a laptop or go online during this course. Confine your use of digital devices to breaks. **Other distracting behaviors** are not permitted, such as smoking e-cigarettes.

NONDISCRIMINATION NOTICE

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

CAMPUS CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

UNIVERSITY CLOSING DUE TO WEATHER

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

TENTATIVE CLASS SCHEDULE

- Class 1: 01/17/19** **Review syllabus, course requirements, & engage in opening activities**
- Class 2: 01/24/19** **The Therapist: Basic Tasks**
Read Chapter 5 Before Class
Group 1
- Class 3: 01/31/19** **In the Beginning & Empathic Failure**
Read Chapter 11 Before Class
Group 2
- Class 4: 02/07/19** **Therapeutic Factors**
Read Chapter 1 Before Class
Group 3
- Class 5: 02/14/19** **Working in the Here-And-Now**
Read Chapter 6 Before Class
Group 4
- Class 6: 02/21/19** **Interpersonal Learning**
Read Chapter 2 Before Class
Group 5
- Class 7: 02/28/19** Transference & Transparency
Read Chapter 7 Before Class
Group 6
Project One Due by 11:59 pm
- Class 8: 03/07/19** **Group Cohesiveness**
Read Chapter 3 Before Class
Group 7
- Class 9: 03/14/19** **The Selection of Clients**
Read Chapter 8 Before Class
Group 8
- No Class: 03/21/19** **SPRING BREAK**
Relax (and catch up if needed!)
- Class 10: 03/28/19** **The Composition of Therapy Groups & Ethics/Best Practices of Group Counseling**
Read Ch. 9, ACA Ethics Code (focus on group counseling sections), & ASGW Best Practice Guidelines
Group 9
- Class 11: 04/04/19** **Creation of the Group: Place, Time, Size, Preparation**
Read Chapter 10 Before Class
Group 10
- Class 12: 04/11/19** **The Advanced Group & Counseling Theories in Groups**
Read Chapter Ch. 12 Before Class
Group 11

- Class 13: 04/18/19 Problem Group Members**
Read Chapter Ch. 13 Before Class
Group 12
- Class 14: 04/25/19 Specialized Formats & Procedural Aids & Spirituality & Religion in Group Counseling**
Read Chapter 14 Before Class
Group 12
Project 2 Due by 11:59 pm
- Class 15: 05/02/19 Last Class: Specialized Therapy Groups (including Psychoeducation, Task, etc.)**
Read Chapter 15 Before Class
Group 13 (LAST GROUP)
Closing discussions and activities.
- Class 16: 05/09/19 No Class Meeting**
Online Final Due
Reflection Journal Due.

The above schedule is flexible. The instructor may modify the schedule to ensure various topics are covered thoroughly. Make every attempt to finish every assignment before the due date. **It is YOUR responsibility to keep track of assignments due.**