

TROY UNIVERSITY
CP 6642 – GROUP DYNAMICS & COUNSELING
Term 2, 2012 (October 15- December 16)
Tampa, FL Campus
5201 W. Kennedy Blvd.
The Bridgeport Center
Tampa, FL 33609

LOCATION AND TIME:

Tampa Campus
Wednesday Evenings 5:30 p.m. -10:30 p.m.

INSTRUCTOR:

Terry L. Capes, Ed.D., LMHC
1301 Seminole Blvd., Suite H-169
Seminole, FL 33772

PHONE/OFFICE HOURS:

Cell: 727-458-8803
Available before class or by appointment

Approved Delivery Models: Methods of instruction may include, but are not limited to: lecture, discussion, field trip, videos, guest speakers, modeling, web-enhanced, and computerized/internet instruction. Weekend format, eight week and sixteen week format classes are options. Methods will vary depending upon the instructor.

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

- 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 TEXTBOOKS:

Corey, G. (2012). *Theory and practice of group counseling (8th ed.)*. Pacific Grove, CA: Brooks/Cole.
ISBN13-9780840033864

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://bookstore.mbsdirect.net/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.*

RECOMMENDED (not required) ADDITIONAL READING:

Yalom, I. (1985). *The theory and practice of group psychotherapy (3rd ed.)*. New York: Basic Books.

Gazda, G.M. (1989). *Group counseling: A developmental approach (4th ed.)*. Needham Heights, MA: Allyn and Bacon.

MAKE-UP POLICY:

All classes missed must be made up, regardless of whether the absences were excused or unexcused. It is the student's responsibility to obtain makeup work from the instructor; failure to obtain and submit makeup work will result in the student failing the course.

Common Assessments Required by all students enrolled in course.

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

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:

- 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

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 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.

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 addressing 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

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%
<u>Assignment 1 Reaction Paper</u> 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
<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

Remediation:

Students who do not meet the required level of mastery on a common assignment will be remediated prior to the end of the semester by the course instructor.

Evaluation

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

Plagiarism Policy:

Faculty teaching courses in the College of Education must include the definition of plagiarism below and the paragraph that follows in each syllabus. Following this information, instructors should clearly state the consequences for plagiarism. The consequences outlined in the syllabus must meet the guideline outlined in the current edition of the *Oracle*.

Information placed in each course syllabus:

The College of Educations defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own
- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

Consequences for plagiarism in CP6642 are as follows: *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 TroyUniversity.*

AMERICANS WITH DISABILITIES ACT:

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

ENTRANCE COMPENENCIES: None required.

COURSE SCHEDULE:

See Attachment "A"

COURSE REQUIREMENTS and POINT VALUES:

- 1) Read the assigned text and be prepared to discuss in class the assigned chapters according to Schedule "A" attached to this syllabus. (15 pts.)
- 2) Take the midterm and final on the assigned dates (25 pts.). Unexcused absences will forfeit one letter grade.
- 3) Each student will demonstrate one of the group counseling approaches listed in the table of contents of your text book. The student will provide a short oral report of the chosen approach to be presented in class following the demonstration. (20 pts.)

- 4) Students will turn in on or before all LiveText assignments for this course (40 pts.). The due date will be discussed in the first class. Work submitted after this date will forfeit one letter grade.

METHOD OF INSTRUCTION:

Lecture, projects, videotapes, and recordings, etc.

ASSIGNMENT OF GRADES:

Grades will be based on class participation, midterm exam, presentation skill development, satisfactory completion of LiveText assignments, and final examination. The Troy University grading scale used will be:
90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 and below = F.

ATTENDANCE POLICY:

Full attendance is required to receive a grade and credit for this class.

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 to 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 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 or 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 F for the course.

LIBRARY SUPPORT:

There is a link to that service on the University College Library Services Web page, <http://uclibrary.troy.edu>.

Contact information: Phone numbers: 800-638-7237; 850-301-2154; 850-301-2129. Email: library1@troy.edu.

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 www.troy.edu/fwr or you can go to the email link found there and learn how to add this address to your email services that support POP accounts (i.e. Outlook, Outlook Express, Yahoo, AOL, etc.).

CELL PHONES AND OTHER ELECTRONIC DEVICES USED IN THE INSTRUCTION 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.

COMMENTS & QUESTIONS:

At Troy University, students are our most valuable commodity. If you have any comments or questions about this course, please do not hesitate to contact me.

Attachment "A"

ASSIGNED READING & SCHEDULE

October 17 Corey, Ch. 1, 2, experiential group, demonstrations

October 24 Corey, Ch. 3, 4, experiential group, demonstrations

October 31 Corey, Ch. 5, 6, experiential group, demonstrations

November 7 Corey, Ch. 7, 8, experiential group, demonstrations

November 14 Corey, Ch. 9, 10, experiential group, demonstrations

Mid-term exam in class

November 21 Corey, Ch. 11, 12, experiential group, demonstrations

November 28 Corey, Ch. 13, 14, experiential group, demonstrations

December 5 Corey, Ch. 15, 16, experiential group, demonstrations

December 12 Corey, Ch. 17, 18, experiential group, demonstrations

Final exam in class