

**College of Education Vision**

***“Learners and leaders of today and tomorrow”***

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

**SECTION 1: Course Information**

1. **Course Information**

**MHS 6500 Introduction to Group Dynamics (81622)**
**Fall 2011
Time and Location:**
Tuesdays 05:00 pm - 07:45 pm
Academic Building Three – 115
Saturday 11/5, 2011 8:45am - 4pm
Saturday 11/12, 2011 8:45 am-4pm

1. **Instructor Information**

Russell A. Sabella, Ph.D.

Robert Masson, Ph.D.

Office: AB3 269
Office Hours: Tues and Wed

2-5pm OR by appt OR

online using SKYPE (user Russell\_Sabella)

Phone: 239-590-7782

Fax: 239-590-7801

E-mail: rsabella@fgcu.edu

1. **Course Description**

*An experiential study of group structure, group dynamics, methodology, and leadership models applicable to working with clients in small groups in both school and community settings. Includes skills building through supervised practice.*

* **Course Prerequisites:** *Identify as appropriate, or note None.*
* **Course Co-requisites:** *Identify as appropriate, or note None.*
1. **Textbooks and Instructional Materials**

**Required:** Jacobs, E., Masson, R.L., Harvill, R.L., & Schimmel, C.J. (2011). Group counseling: Strategies & Skills (7th ed). Pacific Grove, CA: Brooks/Cole. (ISBN: 0840033931)

Assigned classroom readings and virtual documents (see ANGEL)

**Recommended Resources:**

**Technology Resources:**

**Library Resources:**

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://fgcu.libguides.com>

**Primary Methods of Instruction**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
| x | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
|  | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| x | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
| x | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**SECTION 2: Outcomes, Objectives, Assessments**

1. **College of Education Proficiencies**
* *List appropriate Knowledge/Skills proficiencies (KSP) as noted on critical task(s).*
* *List appropriate Disposition proficiencies (DP) as noted on critical task(s).*
1. **Program Outcomes, State Competencies, and National Standards**
2. **ASGW Core Training Knowledge Competencies**
	1. State for the four major group work specializations identified in this document (task groups, psychoeducational groups, counseling groups, psychotherapy groups) the distinguishing characteristics of each, the commonalities shared by all, and the appropriate instances in which each is to be used.
	2. Identify the basic principles of group dynamics.
	3. Discuss the basic therapeutic factors of groups.
	4. Identify the personal characteristics of group workers that have an impact on members; knowledge of personal strengths, weaknesses, biases, values, and their effect on others.
	5. Describe the specific ethical issues that are unique to group work.
	6. Discuss the body of research on group work and how it relates to one's academic preparation in school counseling, student personnel education, community counseling, or mental health counseling.
	7. Define the process components involved in typical stages of a group's development (i.e., characteristics of group interaction and counselor roles.
	8. Describe the major facilitative and debilitative roles that group members may take.
	9. State the advantages and disadvantages of group work and the circumstances for which it is indicated or contraindicated.
	10. Detail therapeutic factors of group work.
	11. Identify principles and strategies for recruiting and screening prospective group members.
	12. Detail the importance of group and member evaluation.
	13. Deliver a clear, concise, and complete definition of group work.
	14. Deliver a clear, concise, and complete definition of each of the four group work specialties.
	15. Explain and clarify the purpose of a particular form of group work.
3. **ASGW Core Training Skill Competencies**
	1. Encourage participation of group members.
	2. Observe and identify group process events.
	3. Attend to and acknowledge group member behavior.
	4. Clarify and summarize group member statements.
	5. Open and close group sessions.
	6. Impart information in the group when necessary.
	7. Model effective group leader behavior.
	8. Engage in appropriate self-disclosure in the group.
	9. Give and receive feedback in the group.
	10. Empathize with group members.
	11. Ask open-ended questions in the group.
	12. Confront group members' behavior.
	13. Help group members attribute meaning to their experience.
	14. Help group members to integrate and apply learnings.
	15. Demonstrate ASGW ethical and professional standards in group practice.
	16. Keep the group on task in accomplishing its goals.
4. **ASGW Task Group Knowledge Competencies**
	1. Identify organizational dynamics pertinent to task/work groups.
	2. Describe community dynamics pertinent to task/work groups.
	3. Identify political dynamics pertinent to task/work groups.
	4. Describe standard discussion methodologies appropriate for task/work groups.
	5. Identify specific ethical considerations in working with task/work groups.
	6. Identify program development and evaluation models appropriate for task/work groups.
	7. List consultation principles and approaches appropriate for task/work groups.
5. **ASGW Task Group Skill Competencies**
	1. Focus and maintain attention on task and work issues.
	2. Obtain goal clarity in a task/work group.
	3. Conduct a personally selected task/work group model appropriate to the age and clientele of the group leader's specialty area(s) (e.g., school counseling).
	4. Mobilize energies toward a common goal in task/work groups.
	5. Implement group decision-making methods in task/work groups.
	6. Manage conflict in task/work groups.
	7. Blend the predominant task focus with appropriate attention to human relations factors in task/work groups.
	8. Sense and use larger organizational and political dynamics in task/work groups.
6. **ASGW Psychoeducational Group Knowledge Competencies**
	1. Identify the concepts of primary prevention and secondary prevention in psychoeducation groups.
	2. Articulate the concept of "at risk" in psychoeducation groups.
	3. Enumerate principles of instruction relevant to psychoeducational groups.
	4. Develop a knowledge base relevant to the focus of a psychoeducational group intervention.
	5. List principles involved in obtaining healthy and/or at risk members for psychoeducational groups.
	6. Describe human development theory pertinent to psychoeducational groups.
	7. Discuss environmental assessment as related to psychoeducational groups.
	8. Discuss principles of structure as related to psychoeducational groups.
	9. Discuss the concept of empowerment in psychoeducational groups.
	10. Identify specific ethical considerations unique to psychoeducational groups.
	11. List advantages of psychoeducational groups and where indicated or contra-indicated.
7. **ASGW Psychoeducational Group Skill Competencies**
	1. Plan a psychoeducational group in collaboration with "target" population members or representatives.
	2. Match a relevant psychoeducational topic with relevant (and currently "unaffected") target group.
	3. Conduct a personally selected psychoeducation group model appropriate to the age and clientele of the group leader's specialty area (e.g., student personnel education).
	4. Design a psychoeducational group plan that is developmentally and practically sound.
	5. Present information in a psychoeducational group.
	6. Use environmental dynamics to the benefit of the psychoeducational group.
	7. Conduct skill training in psychoeducational groups.
8. **ASGW Counseling Group Knowledge Competencies**
	1. State for at least three major theoretical approaches to group counseling the distinguishing characteristics of each and the commonalities shared by all.
	2. Identify specific ethical problems and considerations unique to group counseling.
	3. List advantages and disadvantages of group counseling and the circumstances for which it is indicated or contra-indicated.
	4. Describe interpersonal dynamics in group counseling.
	5. Describe group problem-solving approaches in relation to group counseling.
	6. Discuss interpersonal assessment in group counseling.
	7. Identify referral sources and procedures in group counseling.
	8. Describe group formation principles in group counseling.
9. **ASGW Counseling Group Skill Competencies**
	1. Recruit and screen prospective counseling group members.
	2. Recognize self-defeating behaviors of counseling group members.
	3. Conduct a personally selected group counseling model appropriate to the age and clientele of the group leader's specialty area(s) (e.g., community counseling).
	4. Develop reasonable hypotheses about nonverbal behavior among counseling group members.
	5. Exhibit appropriate pacing skills involved in stages of a counseling group's development.
	6. Intervene effectively at critical incidents in the counseling group process.
	7. Work appropriately with disruptive counseling group members.
	8. Make use of the major strategies, techniques, and procedures of group counseling.
	9. Use procedures to assist transfer and support of changes by group counseling members in the natural environment.
	10. Use adjunct group counseling structures such as homework (e.g., goal setting).
	11. Work cooperatively and effectively with a counseling group co- leader.

 Use assessment procedures in evaluating effects and contributions of group

1. **Course Outcomes/Objectives/Assessments**

**By the completion of the course students will be able to:**

* 1. Be aware of those characteristics of a client’s developmental stage which have implications for group work;
	2. Differentiate between the various types of groups including task, psychoeducational, counseling, and therapy.
	3. Demonstrate an understanding of the rationale for each type of group work in a particular setting;
	4. Understand the developmental process of group counseling;
	5. Demonstrate an understanding of group leadership functions and skills;
	6. Identify group members roles and behaviors;
	7. Demonstrate an understanding of group psychoeducation as a teaching-learning function in personal, career, and social development;
	8. Understand a variety of group activities appropriate for varying purposes and utilize them as group leader;
	9. Evaluate the various types of group processes; and
	10. Understand the role of computer and network technology on group procedures with children.
1. **Field/Clinical Activities and Assignments**

*Identify activities as appropriate. Include required number of hours (if appropriate).*

1. **Critical Task(s)**

**Title:**

**Description:** *Insert a clear and comprehensive description of the task including all requirements as taken from the most current LiveText rubric in the coral share drive repository. (The folder begins with “LiveText Rubrics” and ends with the date the repository was more recently updated.)*

1. **Grading Policy**

*Include assignment points and or/percentages, grading scale, etc. as appropriate.*

1. **Attendance and General Policies**

*Include policies/practices related to:*

* *Attendance*
* *Late assignments*
* *Work done in groups (if appropriate)*
* *Use of phones, laptops, etc. (as appropriate)*
* *Other elements of importance*
1. **Course Schedule**

*Insert your course schedule here as a matrix that includes (e.g., content covered, class dates, assignments, assignment due dates, assessments, etc.*

**SECTION 3: College and University Policy Statements/Resources**

*Note: for A. College LiveText Policy below . . . select* ***EITHER*** *the graduate paragraph or the undergraduate paragraph,* ***not both****.*

1. **College LiveText Policy – GRADUATE ONLY**

The College of Education has adopted the use of LiveText software to assist in the assessment of student performance and program quality. As a degree-seeking student or as a student admitted to a state-approved program, you are responsible for purchasing a membership to LiveText during your first course in the College of Education. If you do not have a membership in LiveText, you will need to purchase it immediately from [www.livetext.com](http://www.livetext.com). **This is a one-time only purchase, and your LiveText account is available to you for five years.** Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will be assessed in LiveText to help monitor your demonstration of the program standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed to complete your program. Your documented success on these tasks can also contribute to a portfolio that showcases your learning for current and future employers.

1. **Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at

<http://studentservices.fgcu.edu/judicialaffairs/new.html> or

<http://studentservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf>

1. **Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7056 or TTY 239-590-7930.

1. **Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the university will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observance. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification or the reason for the absence.

1. **Academic Integrity**

All assignments, projects, and examinations are to be completed solely by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work. Evidence of cheating and plagiarism are cause for disciplinary action by the university. According to the university, plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another person as one’s own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing academic dishonesty by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work.

1. **Turnitin.com**

Students who take this class must be prepared to submit electronic copies of some or all assignments to Turnitin.com for the detection of plagiarism. The University expects that all students will be evaluated and grades on their own work. If you use language, data or ideas from other sources, published or unpublished, you must take care to acknowledge and properly cite those sources. Failure to do so constitutes plagiarism. Papers that are submitted to Turnitin.com become part of the Turnitin.com student paper database solely for the purpose of detecting plagiarism. If you choose to request that your paper(s) not become part of the Turnitin.com student papers database this must be communicated to your professor in writing at the beginning of the course.

1. **Important University Dates**

*Complete as desired with dates for holidays, drop/add, etc.*

1. **Standards Matrix**

