Department of Leadership, Counseling, and Educational Technology

Course Title: MHS6500 Introduction to Group Dynamics (CRN 80872), 3 credits

Class Time:  Mon. 5:00-7:45                  Location:  Merwin Hall 228

Instructor:  Signe M. Kastberg, Ph.D. Office: Merwin Hall (AB3) - #258

Office Hours: Mondays and Thursdays 1:45-4:45pm or by appointment (including Skype)

Office Phone: 239-590-7798 Email: skastberg@fgcu.edu \*

\* Do *not* contact me using ANGEL email as I rarely check it.

**Lab fee:** $25. This is required to cover the Saturday Ropes Course activity.

**Required Text:**

Gladding, S. (2012). *Groups: A counseling specialty*. 6th ed. Upper Saddle River, NJ: Pearson.

(Note: additional readings will be assigned per the attached course schedule)

**Catalog Description:** An experiential study of group structure, group dynamics, methodology, and leadership models applicable to working with groups in mental health settings. Includes skill building through supervised practice.

**Course Overview:** This course provides both a theoretical and practical understanding of fundamental group counseling approaches and skills. The various types of groups will be explored, stages of typical groups, group processes and dynamics, as well as individual roles within groups. Students will examine how different types of groups are appropriate for different objectives, settings, and populations. An introduction to the basic knowledge and skills necessary for group leadership will be presented in lecture and experiential formats. Students will participate in an experiential group, taking turns facilitating the group. This activity will begin in the fourth week of the semester and will allow each student to take the role of facilitator twice). Students are expected be sensitive to confidentiality issues and keep disclosures of other group members private. However, given that this is a group activity, privacy and confidentiality cannot be guaranteed.

**Course objectives:**

In this course students will learn about:

1. their own behavior as a group member
2. theoretical foundations of group counseling
3. group process and counseling dynamics
4. basic skills of group leadership/facilitation
5. types of group work
6. ethical and legal considerations relevant to group counseling.

**Important Notes:**

For instructional purposes, students in this course will be video- and audio-taped during selected class activities. Students will have access to the video and audio tapes for review and analysis. As this is a counseling course, some self-disclosure is expected during role plays and reflective writings as part of training in counseling skills. While it is possible to limit self-disclosure and participation, it is not possible to be a spectator in all class activities. I do not grade participation but it will become an issue if you consistently choose non-participation. The instructor’s expectation is that class members will be sensitive to confidentiality issues and keep classmates’ disclosures private; however, because this is a group setting, I cannot guarantee confidentiality and privacy. Likewise, your participation in the experiential groups will be subject to the same rules of confidentiality. Your group facilitator will *only* share pertinent details with the course instructor as required to document the activity, and in greater detail if your disclosure suggests that you are likely to harm yourself or others or have harmed a minor child.

**CACREP and ASGW Standards**

The following CACREP standards are relevant to this course and specific other courses in the curriculum with regard to competencies in group counseling. We will be addressing many of these standards in this course.

*CACREP 2009 Standards (excerpted from www.cacrep.org)*

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose*,* development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;

b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and

e. 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.

*ASGW Training Standards excerpted from* [*www.asgw.org*](http://www.asgw.org)

Core Training in Group Work

Core training in group work can be provided through a single, basic course in group theory and process. This course should include the elements of content instruction detailed below and may also include the required clinical instruction component.

Content Instruction

Consistent with accreditation standards (CACREP, 1994; Standard II.J.4), study in the area of group work should provide an understanding of the types of group work (e.g., facilitation of task groups, psychoeducation groups, counseling groups, psychotherapy groups); group development, group dynamics, and group leadership styles; and group leadership methods and skills. More explicitly, studies should include, but not be limited to the following:

· principles of group dynamics including group process components, developmental stage theories, and group member’s roles and behaviors;

· group leadership styles and approaches including characteristics of various types of group leaders and leadership styles;

· theories of group counseling including commonalties, distinguishing characteristics, and pertinent research and literature;

· group work methods including group leader orientations and behaviors, ethical standards, appropriate selection criteria and methods, and methods of evaluating effectiveness;

· approaches used for other types of group work, including task groups, prevention groups, support groups, and therapy groups; and,

· skills in observing member behavior and group process, empathic responding, confronting, self-disclosing, focusing, protecting, recruiting and selecting members, opening and closing sessions, managing, explicit and implicit teaching, modeling, giving and receiving feedback

Clinical Instruction

Core group work training requires a minimum of 10 clock hours of supervised practice (20 clock hours of supervised practice is recommended). Consistent with CACREP standards for accreditation, the supervised experience provides the student with direct experiences as a participant in a small group, and may be met either in the basic course in group theory and practice or in a specially conducted small group designed for the purpose of meeting this standard. (CACREP, 1994; Standard II.D). In arranging for and conducting this group experience, care must be taken by program faculty to assure that the ACA ethical standard for dual relationships and ASGW standards for best practice are observed.

**Teaching/Learning Methods:**

The curriculum will integrate textbook and other readings, PowerPoint presentations, individual presentations, video presentations, clinical problem solving, demonstrations, group work, and independent information gathering. Class discussion will supplement and reinforce knowledge and skills. The class will be using the FGCU resource, Angel, to access information and submit selected assignments. You must have a current FGCU email account. You should check your FGCU email regularly, as this is the primary way I will make contact with you if necessary. I will *not* be checking ANGEL email so please contact me via skastberg@fgcu.edu. Information on ANGEL is available online at http://elearning.fgcu.edu/frames.aspx and

http://elearning.fgcu.edu/section/default.asp?id=xxxDemoonlinecoursestudent

**Course Requirements:**

It is a minimal expectation that you will come to class having read assigned readings and prepared to participate fully in discussions.

1. Group task analyses – (two analyses, 15 points each) You will participate in a group task, and will then examine both your own and others’ participation in the task in two separate analyses. Further guidelines will be provided in class.
2. Group participation and facilitation – (5 points for Ropes course; 25 points for group work) All students will participate as group members in the “Ropes Course” activity. Your presence is required; your level of participation is determined by you. Information on location, attire, and other details for the Ropes Course can be found on ANGEL and in the course schedule below. In addition, all students will facilitate two in-class groups. Students will be assigned to small groups that will meet during class time across the course of the semester (see schedule). Students will take turns as group facilitator, taking primary responsibility for planning the group session and leading the group. All students will complete feedback forms for the group facilitator. More information will be provided on the associated tasks and products for this assignment.
3. Reading Review – (5 points) Small groups of students will take responsibility for presenting and critically reviewing one assigned chapter on a particular population/theory during the semester, identifying key strengths and weaknesses of the material presented in that reading. (See Schedule beginning Week 10, October 22.)
4. Personal Insight Narratives – (15 points: three PINs, 5 points each) The development of self-reflective abilities is an important part of becoming a counselor. To that end, you will submit three reflective writings of 2 pages each. These writings should explore in a personal way (thoughts, feelings, actions) the connections you are making between the course material (texts, activities) and your own life or understanding of the world. For the purposes of sharing learning experiences with the class, selected PINs will be periodically read anonymously to the class. If you are uncomfortable with the possibility of a particular RW being shared with the class, write “DNS” on that page (for Do Not Share) and I will respect your choice. These narratives will not be graded on content. You will receive the full amount of points as long as the narrative is turned in on the due date and meets the writing guidelines specified below. If these are completed in a manner that suggests lack of attention or due diligence, they will be returned as unsatisfactory and you will be required to complete them fully and appropriately. Two points will be deducted for each unsatisfactory submission.
5. Examinations – (2 exams, each 10 points) A one-hour mid-term examination including objective and essay components will be given at the mid-point of the course to assess your mastery of the course concepts. A one-hour non-cumulative final examination including objective and essay components will be given to assess your mastery of the course concepts from mid-term forward.

**Grading Summary:**

* Group task analyses (30 points)
* Reading reviews (5 points)
* PINs (15 points)
* Ropes course participation (5)
* In-class group participation/facilitation (25)
* Exams (20 points)

Additional information on grading is included below.

**Course Schedule with Topics and Assignment Due Dates:**

Week 1 Introductions, course orientation/expectations \*\*meet in Sugden 110\*\*

August 20 Art therapy experience

Week 2 Read Chapter 1 & 2 and skim Glossary (pgs 400-422)

August 27 Understanding non-verbal communication

Sept 3 NO CLASS – Labor Day

Week 3 Read Chapter 3

Sept 10 Understanding how to utilize feedback rules

 **Due**: Group Task Analysis #1

Week 4 Read Chapter 4

Sept 17 **Due**: Group Task Analysis #2

 Small Groups #1 and #2

Week 5 Read Chapters 5 & 6

Sept 24 **Due**: PIN #1

 Small Groups #3 and #4

Week 6 Read Chapters 7 & 8

Oct 1 Small Groups #5 and #6

Week 7 Read Chapters 9 & 10

Oct 8Small Groups #7 and #8

 **Due**: PIN #2

Week 8 Mid-term examination

Oct 15 Small Groups #9 and #10

Week 9 Skim Chapters 11, 12, 13, & 14; small groups will be assigned chapter

Oct 22 Small Group #11

Week 10 Read Chapter 15

Oct 29 Small Group #12

Week 11 Read Chapter 16 & 17

Nov 5 **Due**: Group facilitation papers

Week 12 **\*\*Ropes course – class meets off-site.\*\***

Nov 10

Nov 12 NO CLASS – Veterans Day

Nov 19 NO CLASS – (to make up for half of your time on the Ropes Course day)

 **Due**: PIN #3

Week 13 Final exam and course conclusions

Nov 26

Dec 3 NO CLASS – (to make up for half of your time on the Ropes Course day)

**Important Information a.k.a. How to Be Successful in Dr. Kastberg’s courses**

A. University Policies - FGCU has adopted policies governing, among other things, academic honesty and standards for behavior for all students enrolled at the University. Students are responsible for being fully acquainted with University policies, as you will be held to these standards.

B. Attendance - This program educates professionals who will be responsible for facilitating growth and adjustment in others—a significant responsibility indeed! As your instructor, I expect that you will take your education as seriously as a professional counselor takes her or his professional job. Accordingly, my expectation is that students will attend all classes and required class activities.  Students are allowed to miss up to two classes without penalty or risk of course failure, although I may require additional work to make up missed classes.  I appreciate an email informing me of your absence and reason for the absence. If three classes are missed, for any reason, you will be required to initiate discussions with me to create a plan of remediation to make up the course time missed.  Students who miss more than three classes will be assigned a grade of F for that course, or if within the college’s timeframe for withdrawal, will have the opportunity to withdraw from the course and register for that course in a subsequent semester.  Please refer to FGCU’s website for more details on withdrawal dates and policies. For public health reasons, I ask that you stay at home and do *not* attend class when you are suffering from a contagious illness. Each class, one or more students may be absent. It is impossible for me to re-teach the material for every class. Therefore, **if you miss a class, please contact a reliable classmate to find out what you have missed and contact me if you have questions *after* you have done due diligence with your classmates**.

C. Confidentiality - In courses that are part of the counseling program, the education and training process aims at the development of self-reflective helping professionals, and students often share information of personal importance with their peers in the classroom. You are encouraged to share your self to your own limits of growth, learning, and comfort. Maintaining confidentiality is normatively expected of students in this course; however, it cannot be guaranteed due to the nature of the group setting.

D. Grading - Grades will be assigned in accordance with the guidelines outlined below. Fair grading is very important to me. I attempt to bring as much objectivity to it as possible. I do this by using rubrics for many of the assignments. The rubrics spell out the criteria that I use to evaluate performance. I use a variety of opportunities for students to demonstrate their learning. I assign a score for each of these opportunities, then simply add up the total number of points you have earned at the end of the semester. These points are then translated to a final grade:

 A 93 or more points earned

 A- 89-92 points

 B+ 85-88 points

 B 80-84 points

 C 69-79 points

 F < 69 points

 I Incomplete (see University guidelines)

E. Participation - Class participation is absolutely critical to the success of the course. Each person is an important part of group discussion and other in-class learning activities, and therefore regular attendance, punctual arrival, and active participation are required. Come to class prepared to take part in discussions and activities.

F. Personal Counseling - Sometimes students find that the material we explore as part of the course is troubling, upsetting, or triggers emotional reactions that are difficult to manage. Due to ethical considerations, I cannot counsel individuals who are currently students in my courses. I strongly encourage you to avail yourself of the services provided by the university Wellness Center if you find yourself encountering emotional turmoil, whether in relation to the course or other issues. This is a wonderful opportunity to directly experience the helping professions at work.

G. Writing

Some assignments lend themselves to a simple listing of items or recommendations. Others will require a narrative. Please familiarize yourself with the following “Guidelines for Written Work.” If you would like to improve your writing, I urge you to take advantage of the services provided by the Writing Center on campus; they serve both undergrad and graduate students.

**Guidelines for Written Work**

1. Format: Written assignments are to be typewritten and double-spaced, with your name at the top, following APA guidelines. Use 10- or 12-point font size. Leave 1” margins at top, bottom, and sides. Check spelling and grammar, and cite references appropriately.

2. Due Dates: Homework assignments and other written work that are handed in late will be penalized 2 points for each day late. Specifically, assignments are due when class convenes on the date specified. If the assignment is not turned in at that time, it is late.

3. Audience: Who are you writing for? Please assume an educated audience. Specifically, your target should be a person in the social sciences who has some knowledge of your particular topic.

4. Evaluation Criteria: In evaluating your written work, I will be looking for the following components:

1. **Quality writing skills** – Good writing is *essential*. If I can’t understand your writing, I am limited in my ability to appreciate your ideas. Avoid rambling! Be clear, concise, and well-organized in presenting your material. There is no excuse for typos or spelling errors at this level of study. Clarity of expression is *very* important. Beyond the basics of good grammar and sentence structure, quality writing includes staying within stated guidelines for paper length, using appropriate academic writing, and citing sources as necessary when including ideas and phrases that are not original to you. A direct quote must *always* be cited with author, date, and page number. The same is true when you are quoting statistics. Confused about citation? Check out the *Publication Manual of the American Psychological Association* (available at Library). Do not hesitate to seek assistance from the reference librarians, and also from the Writing Center.
2. **Theme development –** Be sure to articulate your central message clearly and succinctly. Your title (if you are using one) should reflect this focus. The introduction and conclusion of your paper should refer to your theme in specific terms. Avoid making claims that are not supported by evidence. Cover a few issues in depth, rather than spreading yourself too thin. Show depth in expanding your thoughts, and by providing arguments to support your position --i.e. how did your reading for the course (or lectures, discussions, etc.) bring you to this conclusion or what is the rationale for your conclusion or recommendation?
3. **Use of examples/evidence** – Illustrate your point(s) with specific case examples and data from your readings and class work. Use evidence to support your conclusions, but don’t get lost in the details. Get to the point. Always cite statements that are not your original thought.
4. **Creativity and original thinking** —Don’t just summarize the texts/articles you’ve read; your writing should reflect your own unique interpretation and ideas. Originality is encouraged. Use an intriguing introduction to grab the reader’s interest. Don’t confuse originality with uninformed opinions. Acquaint yourself thoroughly with the topic first.
5. **Integration and application** – Demonstrate not only your knowledge of theoretical perspectives, but also your ability to integrate theory and practical applications. Apply your ideas to specific populations, settings, or situations. Note the implications of theory for practice. Connect ideas from across the course or even with material in other courses.

**University Information**

**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

**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 239‐590‐7956 or TTY 239‐590‐7930 .

**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 observances. 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 of the reason for the absence.

**Online Tutorials**

Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/

**Library Resources**

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

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

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

Faculty Support: http://library.fgcu.edu/faculty\_index.html

Contact Us: http://library.fgcu.edu/LBS/about/contactus.htm

**Flexibility Clause:** The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

**Ropes Course**

**November 10, 2012**

**8:45-4pm**

We will be attending a required ropes course as part of this course. The purpose of a ropes course is:

* to create a positive environment in which you can achieve a higher level of personal and interpersonal effectiveness;
* to set goals, solve problems, gain trust, build confidence, and to give and receive support;
* to challenge you to go well beyond your perceived boundaries and realize successes both individually and as an integral member of the group;
* to develop increased skills in teamwork, leadership, communication, relaxation and management of conflict;
* to help participants develop healthy risk taking behaviors.

Leader: Gordon Chandler

Location: Southwest Florida Addiction Services, Inc.

[2450 Prince Street, Fort Myers, FL 33916](https://webmail.fgcu.edu/owa/redir.aspx?C=A6YHUHNS406xSD7vY7258M5BcGpXRM8InPlkFTDT_X9JL9zTvqpiUtGI0IDtmRB3HHk9FBUEYYw.&URL=https%3a%2f%2fmaps.google.com%2fmaps%3fq%3d2450%2bPrince%2bStreet%2c%2bFort%2bMyers%2c%2bFL%2b33916%26hl%3den%26sll%3d26.647605%2c-81.995718%26sspn%3d0.356565%2c0.672226%26t)

239-338-2755

Day of the event:

* Bring Your Own Bagged Lunch
* Dress very comfortably and appropriately. You will need to tuck your shirt into your pants for parts of the course.
* Only close-toed shoes (e.g., sneakers; NO sandals or flip flops)
* Bring sunscreen and shades
* NO jewelry or piercings (ears, belly, or anywhere else) please.