Course: CPY 520: Group Dynamics and Process

Course Schedule: Fall 2014, Mondays 4:00 – 6:30pm, Rm. CSS 226
- Lecture: 4:00 – 5:00pm
- Laboratory Group: 5:15 – 6:30pm, Rm. CSS 229

Instructor: Valorie Thomas, Ph.D., LMFT, LMHC, NCC
Office: 505 Park Avenue North, Suite 202
Phone: (407) 644-0821
E-mail: rthomas@rollins.edu
Office Hours: By Appointment

Course Description: This course examines group dynamics and group membership skills. Additionally, students examine various types of counseling groups and related issues such as group stages, ethical considerations, leader behavior, and appropriate groups for particular populations. Students are provided an opportunity to participate in a small group to promote self-awareness, interpersonal skills, and an understanding of group skills and techniques.

Methods of instruction: Involvement and learning in the course will be facilitated by means of: discussion, role-playing, lectures, videotapes, small group experiences, self-directed readings, and demonstrations, and an interpersonal group laboratory experience.

All articles for this course are found on Blackboard as a PDF. The reserves password is: paladino

Class Format: The first hour of class will be lecture and discussion (4:00 – 5:00pm). The second portion of class will be divided into two small groups for the laboratory group experience (5:15 – 6:30pm). Please be prepared to actively participate and process in the group each week. ATTENDANCE IN THE SMALL GROUP EXPERIENCE IS REQUIRED. The small group will begin promptly at 5:15pm, therefore, out of respect for your peer group members, please do not be late for the small group experience.

Course Objectives: This course is designed to assist the prospective counselor to:

1. Acquire both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches including all of the following (II.K.6):
a. Acquire a theoretical foundation of principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work (II.K.6.a)
b. Explore group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles (II.K.6.b)
c. Gain knowledge of group counseling theories, including commonalities, distinguishing characteristics, and pertinent research and literature (II.K.6.c)
d. Understand and practice group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (II.K.6.d)
e. Understand and acquire approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups (II.K.6.e)
f. Understand professional preparation standards for group leaders (II.K.6.f)
g. Understand and explore ethical and legal considerations (II.K.6.g)

**Required Texts:**

**Recommended Texts:**

**Required Web Resources**
American Counseling Association (ACA)
From Dropdown – Link: Ethics
   Association for Specialists in Group Work (ASGW) – [www.asgw.org](http://www.asgw.org)
   a) Best Practice Guidelines (ASGW – A)
   b) Principles for Diversity – Competent Group Workers (ASGW – B)
   c) Professional Standards for the Training of Group Workers (ASGW – C)

**Recommended Web Resources**
Association for Specialists in Group Work (ASGW)
From Dropdown – Link: Resources

**Required Articles:** (Blackboard)
Required Assignments and Learning Experiences:

Small Group Laboratory Experience

You will not be formally evaluated in your laboratory group, though attendance will be noted. Your willingness to participate in the group as a helper and helpee will be an asset and appreciated. You don’t need to have a “problem” or “issue” in order to invest in this group. This group can be an interpersonal experience that will provide an opportunity to test your self-processing and helping skills in a directed fashion. The focus will be upon interpersonal relationships and personal self-exploration. You are encouraged to be open to the process and gain personal awareness or accomplishment. In addition, we learn a lot about becoming a counselor by becoming a client. You are encouraged to experience this to the fullest.

Confidentiality

Students are required to maintain client confidentiality in line with the ACA 2005 code of ethics and moral principles [http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx] within their Small Group Laboratory Experience. Please do not release or “gossip” issues discussed in your group with anyone (e.g., peers, colleagues, friends, family). It is of extreme importance that you respect your fellow classmates. Failure to maintain confidentiality will result in repeating the course and your standing in the program will be reviewed.

- Specific comments about or made by a specific member are confidential to the group.
- Avoid comments outside the group that appear to protect the anonymity of group member(s) but, by process of deduction, could be attributed to a specific member(s), e.g., “Someone in our group discussed concerns about his sexual identity.” - said in a situation where there are only 1 or 2 men in the group, so it becomes obvious who the comment is about.
- General observations and group process learning may be discussed outside of the group, but not as an alternative to discussing such matters within the group as well.
- Only the professor reads journal entries. No one else will see your journals. You should not report details of group content or names of other group members in your journal. Your focus should be on your reactions and observations about the group experience and process (vs. content). This should not present problems of confidentiality. If you do have confidentiality concerns about what to write, please discuss your concern with the professor.
- Co-leaders will meet with the professor for weekly supervision and will discuss group process issues. Co-leaders will not disclose specific group members’ comments, behaviors, names, gender, or anything that would identify the student to the professor. For purposes of feedback to the co-leaders, the professor may summarize, in a general way, comments or themes from journals without identifying specific members. Co-leaders will not read the journals.
**Discussions about Group Process in Class**

- Observations of process issues such as avoidance of intimacy, underlying conflict, meaning of silence, etc. should be shared within the group. Members should not use class time to discuss their concerns about their group or in any way make inferences about what is going on in their groups. These concerns belong in the group.
- Students may give examples (not specific to other members) in class from their group experience that illustrate a concept, such as developing trust, which is being discussed in class lessons.
- Students may ask clarifying questions about group process in relation to class material to the extent that this does not take away from essential processing during group time.

**Journals**

**Weekly Journals**

A) Following each lab group session, write and submit a weekly journal entry (10 total) that describes your evolving understanding of the dimensions of group process. This log is a comprehensive chronicle and assimilation of the affective experiences and cognitive processing as they occur in your group. Also, fill out a Group Member Weekly Evaluation of Group form (attach to your hard copy).

The professor must receive weekly journals no later than the following Monday at noon (12:00pm). Journal entries should be emailed to rthomas@Rollins.edu. Send journal as an “Attachment” to the email address. Title both the file and subject line on your e-mail YourLastName-540-Journal1 (2, 3, 4, etc. accordingly). In addition, a HARD copy of your journal is due each class period. Weekly entries should be a minimum of two (2) pages, maximum of three (3) pages, double-spaced.

The journal should be divided into TWO sections to reflect the dual role that each of you occupy as members of this class. Each of you are both participants in a group experience and students of group counseling and group process. Therefore, divide you journal into two sections: **Reaction and Evaluation**.

To receive full credit your journal entries should include the items listed under each section (Please label the sections and retype the numbered items followed by your response)

**Reaction: Section One**

1. Discussion of your **personal reactions and experiences** (thoughts, feelings, behaviors) during the session.
   - What did you put into group today?
   - What did you get out of group today?
   - What do you wish you had done?
   - How did you work on your personal growth today?

In order to accurately maintain Section One of your journal, you should make your entries immediately after the group experience. If you wait several days, you will forget what has transpired and will be unable to accurately capture your emotional reactions to the events.
Evaluation: Section Two

2. **Group process observations**: discuss and evaluate what occurred during each session (not just a report of what is being said (content) but a discussion of the interactions and relationships among members in the group (process). In your evaluation, demonstrate evidence of **integrating** your evolving understanding of group process as gained through readings, class discussions and lectures. This is demonstrated by comparing events and dynamics that occurred in the session with what you have read or learned in class. You are strongly encouraged to refer to your reading. Insure that your evaluation includes responses to the following, unless it is not applicable to that particular day’s work:

**PARTICIPATION**

Notice low and high participants. Is there any shift in participation? If so, what may have contributed to the shift? Are there silent members? How do you or the group interpret their silence? Notice who talks to whom. Notice who influenced the group today. What roles are group members playing? How are emotions dealt with? What is the tone of the group?

**NORMS**

What norms are becoming accepted in the group? What changes in norms have occurred?

**THERAPEUTIC FACTORS** (refer to Yalom)

What behaviors were exhibited? Which appear to be helpful to a member of the group? What therapeutic factors do you see at work?

**GROUP DEVELOPMENT**

What stage is the group cycling through? (Refer to Corey et.al., & Yalom). What evidence do you have for that? Is the group stuck? How could you help move the group forward?

**LEADERSHIP**

What leader or member interventions did you think were helpful today? Which were least helpful?

Journal evaluation will be based on:

- Thoroughness of **personal reactions & group process observations** (Avoid clichés and overly general commentary).
- **Integration** of class material and readings to explain group behaviors.
- Your effort to process the group experience in relation to self.
- Thoroughness of comments and of responses to a assigned questions
- Clarity of thought and writing

**Note**: Evaluations of the journals will **not** be based on the expression of your specific feelings and opinions, although these should be included in the journal. Please do **not** report content about or name specific individuals in the group. Absence from the small group will result in loss of that week’s journal entry points.
Journal Summary Paper

The Journal Summary Paper is written at the conclusion of the group experience and should include an overall summary of your experience in the small group including your insights, personal changes, what you’ve learned about group process, etc. You will need to keep and review your journals from all group sessions in order to effectively complete this assignment. The summary should be 5-6 typed pages, double spaced. Use the following topics, themes, and questions to create an outline for the Journal Summary. Students must follow APA style and use subheadings

- Do you notice any patterns as you review your weekly journals?
  - Describe your behavior patterns.
  - Describe the behavior patterns of other group members in general terms.
- Participation
  - In what specific ways did you participate in the group?
  - Is there anything significant about how you did not participate?
- Looking at the group across the semester
  - What changes did you report across time in how the members of your group related to one another?
  - What changes did you report across time in your own behavior, thoughts, and feelings?
  - What evidence do you find in your journal comments about the extent to which your group did or did not become cohesive?
- Leader Influence
  - How did you describe the leaders’ behavior in your journals? Even if you did not literally describe the leader’s behavior, what can be inferred from your journals about the leaders’ influence in your group?
- Group Learning
  - What can be inferred about what you learned in this group?
  - About others?
  - About yourself?
  - About small group interaction?
  - What can be inferred from your journals about how others saw you?
- What experience(s) will you take from this group that will influence you as a future group counselor?

Observation of a Group Paper

Choose a specific group to observe for one meeting. In arranging the observation, explain that your role is a silent observer who will keep content confidential. You are not to be a participant. Connecting your observations to your course readings and class discussions, write a report of your experience, starting with the following data: name of group, location and date of meeting observed, number of members present, and type of group (e.g., task, psychoed and open or closed). Your paper should be 3-5 pages in length (in APA style) and can integrate any information from the Group Observer Form you deem as important, interesting, etc. Please hand in a copy of the paper with the Group Observer Form as the last page (This can be found in on Blackboard).
Note: Groups are defined as an intact body with a specific membership and on-going contact. Examples of groups that can be observed include: open AA, NA or OA meetings, student organizations, work groups, board of directors’ meeting, government boards (county commission), church groups, counseling groups, psychoeducational groups, and support groups.

Mid-Semester Exam
The Mid-Semester Exam will cover all reading assignments, lectures, and class discussions prior to the date and on the date the examination is handed out.

Group Application Paper and Final Presentation (2 Parts)

Part 1: Group Application Paper (Psychoeducational Group)
This paper is structured in a way as to pull together class activities, various theories, philosophies, and practices in group counseling. With another student(s) (Groups of 2 students), conduct an in-depth research and application of group counseling theory and skills with a specific population of interest. This paper should be comprehensive and well documented with cites from appropriate and current literature.

- 10 – 12 pages maximum (not including title page, abstract and reference pages)
- This project should have no less than 12 professional references. References can include peer reviewed journals, books, and any other approved materials (be mindful when using wed-based information)
- A comprehensive paper will be clear and include examples
- Utilize chapters from Groups: Process and Practice for information on theories and group proposals – Chapter 4 (Theories), Chapter 10 (Groups in School Settings), and Chapter 11 (Groups in Community Settings).
- This paper will be evaluated on: clarity, content, writing style/organization, and APA format
  - Since this paper will have multiple authors, please be mindful of your paper’s flow when conducting a final edit

Use citations to support your sections

1. Introduction
2. Description and/or unique characteristics of the special population/group members
3. Overview/purpose of group experience using references to support the need, rational, and potential efficacy
4. Describe anticipated general/specific goals and objectives of the group.
5. Describe structure of the group. (this section must be supported through citations)
   a. Selection of members/screening techniques
   b. Length of group sessions, frequency of meetings, open vs. closed and duration of group, composition, size, etc.
   c. Type of setting and location
   d. Rules and/or limits
   e. Appropriate theoretical orientation to facilitate group process and development through stages. (Use literature reviews and Chapter 4 Theories and Techniques of Group Counseling; Groups: Process and Practice)
i. Leadership style
   ii. Specific appropriate techniques and/or sessions
f. Group evaluation
g. Termination and follow-up procedures
6. Complications and concerns
   a. Potential ethical concerns and resolutions with this specific group
   b. Possible complications you may experience (participant’s reactions: give suggestions on ways to overcome potential obstacles.).
7. Conclusion

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<th>Topic Examples:</th>
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<td>depression/anxiety</td>
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<td>exceptional children</td>
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<td>substance abuse</td>
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<td>single adults</td>
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<td>various psychiatric disorders</td>
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<td>suicide survivors</td>
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<td>career/vocational</td>
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<td>single parents</td>
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<td>family violence</td>
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<td>hearing impaired</td>
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<td>chronic pain</td>
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<td>(or your choice)</td>
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Everyone in the group is expected to contribute to the production of this manuscript. If you feel that all members are not contributing equally to the development of your paper, please contact your professor.

**Part 2: Group Application Final Presentation**

*In lieu of a final exam, you will prepare a final presentation on the group from your group application paper. This will be a 30 minute maximum presentation, so please allow time for the group exercise.*

**You will create two handouts for each class member and your professor:**

1. A flyer for group advertisement

2. A 1-page handout

   - The 1-page handout should be similar to an outline format and include:
     - **Rationale:** 3-4 main bullet points to convince us of the need for this group – no citations needed here
     - **Goal:** short sentence
     - **Practical Considerations:** bullet main things such as size, composition, and length of group and meetings
     - **Recruitment and Screening Strategy:** bullet screening criteria as well as how you will recruit group members
For your verbal presentation you should prepare a PowerPoint Presentation. Please be prepared to share a little more content than what is on the one page handout. I do not want you to just read the handout to the class. Be mindful of your time limit as other groups will be going on the same day. After providing a brief overview of the group, share/demonstrate an Example of an Activity that you would utilize in the group.

Class members will also rate each other on clarity and quality of content. Class members’ rating will be combined with mine. Each group member must have a clear, verbal role in the presentation.

Class Attendance/Participation
Attendance at each class meeting is considered a professional obligation and expected. If you cannot attend a class meeting, you are expected to notify the instructor, when possible, prior to the class. Please call Dr. Thomas at 407-644-0821. Students are responsible for all assignments, lectures, announcements, and class discussions even when not present. Failure to follow this procedure or missing class could result in the lowering of a final grade. Your final grade will be lowered one half of a letter grade for each absence. Chronic tardiness will also result in the lowering of a final grade (2 equal 1 absence). Class will start on time and time agreements for class breaks will be honored. Since not all assigned readings will be reviewed in class; students are responsible for asking questions about material they do not understand.

Penalty for late work: Students will forfeit a half a letter grade for each day an assignment is turned in beyond the announced deadline.

Class Participation will be graded on appropriate professional participation in all of the following:
- Attendance at all class meeting times
- Completing all assigned readings prior to class
- Participation in class discussions
- Participation in all in-class assignments
- Any additional homework assignments
- Participation in all parts of class role-plays to further the experiential component of the course
- Appropriate professional participation in all of the above criteria
  - Professional participation includes students refraining from texting or use of phones, personal use of laptop computers, side conversations, passing notes, etc. If this behavior is witnessed by the professor, it will not be brought to the student’s attention. The student will find a reduction in their overall semester grade.
Method of Evaluation and Grading:

<table>
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<th>Activity</th>
<th>Maximum Points</th>
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<tr>
<td>10 Weekly Journals</td>
<td>20</td>
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<td>Journal Summary Paper</td>
<td>10</td>
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<td>Observation of a Group Paper</td>
<td>10</td>
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<td>Mid-Semester Examination</td>
<td>25</td>
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<td>Group Application Paper</td>
<td>25</td>
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<td>Group Application Final Presentation</td>
<td>10</td>
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<td><strong>TOTAL</strong>--------------------------------------------</td>
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<td><strong>100 Points</strong></td>
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Final Grades will be based on a point accumulation basis. Points will be converted in a percentage score based on earned points vs. total points. Your Final Grade can only be rounded up greater than or equal to .5. Hence a 93.5 will earn a grade of “A” and a 93.4% will earn a grade of “A-“.

Policies and Procedures: Format Guidelines

Unless otherwise indicated, all assignments should be written in accordance with APA style 6th Edition. Specifically, assignments should:

- Contain an APA-style cover page
- Be typed, double-spaced, with 1” margins, and in 12-point Times New Roman Font
- Contain citations and references formatted according to the APA Publication Manual (6th ed.) guidelines
- Adhere to page length, formatting, and content guidelines – cover pages and reference pages may not be counted toward fulfilling the required page length (unless otherwise noted). Incorrectly completed assignments will be evaluated as such.
- Any additional format guidelines presented by the APA 5th edition publication manual
- Points will be deducted from the grade if this style format is not followed. To avoid penalty, please assume an abstract, a reference page, and correctly formatted citations are required!
E-mail and Blackboard
All e-mail communication and dissemination of information from the professors will be via your Rollins e-mail account. Students are responsible for checking this account. This course instruction is accompanied by the online “BlackBoard” system. Students are responsible for checking Blackboard for information, assignments, reading materials, course updates and other information and resources

Confidentiality
In order to provide safety for individuals in the class and to protect the confidentiality of class members, students are expected to refrain from discussing all information shared outside of class. Attending this class signifies a contract to respect one another's vulnerabilities. A classmate's personal information or disclosures should be treated with all the obligations and standards of professional confidentiality. Avoid discussing specific information outside of class unless you are speaking directly with the person who was involved in the exchange.

Respect for Individual Differences
The Graduate Studies in Counseling program endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of differences among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while they are students they will be accepting of differences and strive to understand how other peoples’ perspectives, behaviors, and world views are different from their own.

Self Disclosure
Although it is likely that you will be asked to disclose thoughts and feelings that are personal in nature in class, please remember that you are in charge of what you choose to disclose in front of classmates. You do not have to reveal any information that you choose not to reveal. I consider confidential any information that you disclose within your journals and papers or privately in conversations with me. Many students completing this class are emotionally impacted by the experience. Please feel free to consult with me along the way if you need further clarification or to process your experiences.

Instructor Availability
If, at anytime, you wish to discuss any issue related to the class with me, particularly those related to your performance in this class, please do not hesitate to contact me. I am very willing to set up an appointment with you at a time outside my posted office hours. Please don’t wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class. E-mail is the best method for reaching me.

Incomplete Policy
Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with the professor prior to the end of the term in order to receive an “incomplete.” An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following term, the grade will turn into an “F.” The contract can be located on the counseling program website (see “Forms and Publications” link).
**Academic Honor Code**

Students are expected to become familiar with and comply with the Rollins College Academic Honor Code as published in the Graduate Catalog and the Student Handbook, and with the ethical guidelines of our professional associations (e.g., American Counseling Association). Failure to perform in a reliable, competent and ethical manner may necessitate a review by the faculty and student remediation, suspension, or dismissal. Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.*

Material submitted electronically must also contain the pledge; submission implies signing the pledge and compliance with the code.

**Students with Disabilities**

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (Box 2772) – Mills Building, 1000 Holt Ave., Winter Park, FL, 37289. Appointments can be scheduled by calling 407-646-2354 or email: gridgeway@rollins.edu
Classroom Courtesy

Cell phone and beepers: Students are required to turn off cell phones or beepers while in the classroom. If an emergency situation exists which requires you to be contacted immediately, you are expected to discuss the situation with the professor prior to the beginning of class presentation.

In-class use of Laptop Computers: Students are permitted to use laptops in class for note taking purposes only. Other uses of laptops are distracting to fellow students and are not permitted. Students found using laptops for other purposes will not be permitted to use laptop computers in class.

Talking to fellow students: Students are expected to refrain from talking while formal instruction or student presentations are being presented.

Professional behavior: Students are expected to demonstrate professionalism in the classroom in relation to classroom interactions and dynamics.

Final Grades may be reduced for not following the above “Policies and Procedures”

The instructor reserves the right to modify the schedule and grading policy as needed
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<tr>
<th>Date</th>
<th>Topics</th>
<th>Due and Small Groups</th>
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| 9/08 | Personal introductions  
Introduction to Course & Review of Syllabus:  
History of Group Therapy: Ancestors & Cousins  
Trends in group work/Where do you fit in? | Informed Consent Form |
| 9/15 | • Introduction to Group work (continued)  
• Basic Principles of Group Dynamics  
 (*Berg Video – Observations/Reactions*) | C&C&C: Chapter 1 & (98-107)  
Yalom : Chapter 16  
Article: (Hulse-Kilacky, Kraus, & Schumacher, 1999) |
| 9/22 | • Therapeutic Factors  
How and Why do groups work? | Yalom : Chapter 1,2,3  
Therapeutic Factors in My Life  
Small Group Begins #1 |
| 9/29 | • The Group Counselor: Person and Professional | C&C&C Chapter 2  
Have chosen group project topic  
Small Group #2 |
| 10/06 | • Ethical and Legal Issues in Group Counseling;  
• Diversity in Group Counseling: [ASGW a,b,c] | C&C&C: Chapter 3  
Review (Chapter 1, pgs.15-22)  
Small Group #3  
ASGW A,B,C |
| 10/13 | • Forming a Group  
• Facilitating a screening interview | C&C&C: Chapter 5  
Article: (Couch, 1995) (Furr, 2000) (Ritchie & Huss, 2000)  
Review and bring group screening handout  
Small Group #4 |
| 10/20 | • Initial Stage of Group  
*Stockton Video 1* | C&C&C: Chapter 6  
Yalom: Chapter 5  
Small Group #5 |
| 10/27 | • The Therapist: Working in the Here-and-Now  
• Group Connectedness | Yalom: Chapter 6  
Article: (Stockton, Morran, & Nitz, 2000)  
Small Group #6  
Midterm Handed Out |
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<tr>
<th>Date</th>
<th>Event</th>
<th>Reading and Assignments</th>
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<tr>
<td>11/03</td>
<td>• The Transition Stage of Group&lt;br&gt;Stockton Video Part 2</td>
<td>C&amp;C&amp;C: Chapter 7&lt;br&gt;Small Group #7&lt;br&gt;Midterm Due</td>
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<tr>
<td>11/10</td>
<td>• The Transition Stage of Group continued:&lt;br&gt; • Working with difficult members</td>
<td>Yalom: Chapter 11 &amp; 13&lt;br&gt;Small Group #8&lt;br&gt;Observation of a Group Paper</td>
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<td>11/17</td>
<td>• The Working Stage of the Group&lt;br&gt;Stockton Video Part 3</td>
<td>C&amp;C&amp;C: Chapter 8&lt;br&gt;Small Group #9</td>
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<td>11/24</td>
<td>• The Final Stage of Group&lt;br&gt;Stockton Video Part 3 continued</td>
<td>C&amp;C&amp;C: Chapter 9&lt;br&gt;Group Application Paper&lt;br&gt;Small Group #10</td>
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<td>12/01</td>
<td>Final Exam Presentation (3 groups @ 30 minutes each)</td>
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<tr>
<td>12/08</td>
<td>Final Exam Presentation (2 group @ 30 minute each)</td>
<td>Journal Summary Paper&lt;br&gt;Theory &amp; Techniques&lt;br&gt;“Questions to Consider”&lt;br&gt;Review C&amp;C&amp;C Chapter 4</td>
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</tbody>
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Syllabus and Schedule Subject To Change
INFORMED CONSENT: Participation in Laboratory Group

CPY 520 – Group Dynamics and Process contains both cognitive and affective components. Knowledge of group process is acquired through lectures, reading, and class discussion. In order to integrate the cognitive concepts into learning, a Laboratory Group component is included as part of the course requirements. Group leaders/facilitators for the laboratory group are recent graduates of the Rollins College Graduate Studies in Counseling program and/or current students participating in Internship. These facilitators receive supervision, class credit, and/or continuing education credit towards their licensure requirements.

The purpose of the Laboratory Group is to learn, first hand, about group dynamics and process as well as improve communication skills by participating in an environment wherein adult students may freely discuss topics of their own choice. Typical issues of discussion include current developmental concerns, and personal and interpersonal relationships. Individual are encouraged to speak personally and to attend to one another in helpful ways. These interactions are sometimes characterized by emotional intensity. This form of group experience is alternatively termed “personal growth groups,” “human relations groups,” or “T-Groups.” There are no assumptions of psychological impairment among group members or extensive therapeutic expertise on the part of the leaders. Those who may be in doubt about the nature of the course, the Laboratory Group, or the appropriateness of this course in relations to personal and professional objectives should consult with the course instructor.

Confidentiality of Discussion

Information discussed in the Laboratory Group is confidential. Members are advised to respect the confidentiality of the disclosures and not discuss specific disclosures made by other group members. The leaders/facilitators, while being supervised by a faculty member will not discuss specific disclosures made by the students to the faculty supervisor. Consistent with the Ethical Standards of the American Counseling Association, there are exceptions to confidentiality. These exceptions include:

1. If you threaten harm or death to yourself or another person, the group leader may be legally, ethically, and morally required to take action to protect the safety of the threatened person(s). Actions could include: informing the intended victim(s), arranging for hospitalization for you, notifying family or support system, or alerting law enforcement.

2. If abuse or neglect of a child, aged person, or disabled person is known or suspected, the group leader is required by Florida law to report his/her concerns directly to the Department of Children and Family Services.

3. If the group leader were to receive a legally binding Court Order for counseling records or for deposition or court testimony, the counselor would be legally required to comply.

I understand the nature of this course and have elected to enroll. Further, I understand that the Laboratory portion of the course consists of active participation in this group experience. I retain the right to withdraw with the consent of the instructor from the course at any time. I understand that this is a required course in the Master of Arts in Counseling program and will need to be successfully completed at some point in order to meet degree requirements. No course credit will be given upon withdrawal and the policies on tuition refund and incomplete courses will be enforced as stated in the course schedule.

Signature of Student_____________________________ Date_______
Print name: ________________________________