



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

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**Office Hours:** Wed. 4:00 - 7:00 in McKinney (CHEC) by appointment only

**Catalog Description of Course:** COUN 528. Introduction to Group Dynamics and Procedures. Three Semester Hours. A study of group development, dynamics, and theories in relation to group guidance, group counseling, and group therapy. Leadership styles, techniques and roles are explored, and ethical and legal issues related to group interventions are discussed. Prerequisite: COUN 510 or consent of instructor with concurrent enrollment in COUN 510.

**General Course Description and Content Areas:** This course will introduce the basic theories and procedures of group counseling. The goal of this course is to provide students with an overview of the study of group dynamics and the major approaches to group modalities. Students will study various group modalities, including group guidance, task-groups, group counseling, and group psychotherapy. Various theoretical approaches to group counseling will also be reviewed. Emphasis will be on how to effectively start, lead, terminate, and evaluate a therapy group process. Students will work on developing an understanding of the skills requisite to group membership and leadership. Students will examine their approach to group counseling, exploring the dynamics of relationships unique to a group setting. As a result, group skill development opportunities, observation experiences, and mandatory laboratory group experience will occur each week. Group counseling will highlight a variety of different groups, including children, adolescents, adults, and geriatric group work, spanning across diverse settings. Evaluation will be based on several factors, including strengths and deficits in intrapersonal and interpersonal group counseling skills as demonstrated via role-plays, class exercises, examination, and/or written assignments. A grade of "B" or higher must be earned in COUN 501, 510, 528, and 516 for admission to candidacy status (or its equivalent for those seeking school counselor certification only), which is required before practicum (COUN 551).

**Course Objectives:**

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

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

## Method of Instruction

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

## Graded Assignments:

Attendance, Participation, and Attitude	20 points	assessed throughout course
Group Modality Research Paper	20 points	due week seven
Group Proposal	20 points	due week ten
Reflection Journal	20 points	written weekly (will be requested sporadically)
Final Exam	20 points	due on or before week 16
Total	<b>100</b>	

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

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

## Required Text

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

## Recommended Reading

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

Yalom, I. D. (1995). *The theory and practice of group psychotherapy* (4th ed.). New York: Basic Books.

## Course Requirements

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

## Assignments, Expectations, and Grading

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

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

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

provide you an opportunity to test your self-processing skills, and allow you a personal experience of group process to more effectively integrate course content.

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

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

Group Project #2: Group Proposal (20pts): Your group will prepare a proposal, 6-8 pages. Please follow APA style (latest edition) and use Times Roman 12-point font. Select a setting in which you want to implement a group program (i.e., groups designed for children, adolescents, college students, older adults, etc.). Please select one of the specialization areas (i.e., task, psycho-education, counseling or therapy). Your design can include an on-going group, a series of single-session groups, or a single group experience, such as a ½ day or all day training workshop.

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

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

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

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

## **CACREP Competency Standards, Student Learning Outcomes (SLO) and Evaluation Methods (EM)**

**2.F.6.a.** Theoretical foundations of group counseling and group work. **SLO:** Counsel groups and group members utilizing appropriate counseling theoretical foundations and techniques in response to the needs of the group and the individual. This also includes the demonstration of proficient teaching of small and large groups by actively engaging members of the group. (TEXES C, 3 and 6) **EM:** Class discussions, group proposal paper, personal reflection journal, research paper, and final exam.

**2.F.6.b** Dynamics associated with group process and development. **SLO:** Demonstrate an ability to relate to and facilitate a counseling group as a group leader by manifesting effective communication skills through oral, written, and nonverbal expression; Demonstrate an ability to explain the personal characteristics and dynamic process skills needed to be an effective group counselor. (TEXES F, 1) **EM:** Class discussions, group laboratory experience, in-class role plays, group proposal paper, personal reflection journal, research paper, and final exam.

**2.F.6.c.** Therapeutic factors and how they contribute to group effectiveness. **SLO:** Demonstrate an ability to explain basic group dynamics/stages and member roles—and this impact on the progress of the total group in helping to help facilitate a productive group climate; demonstrate the knowledge of a group in various stages and how to intervene at critical junctures; and demonstrate an ability to explain the personal characteristics and process skills needed to be an effective group counselor. (TEXES F, 2) **EM:** Class discussions, group laboratory experience, in-class role plays, group proposal paper, personal reflection journal, research paper, and final exam.

**2.F.6.d.** Characteristics and functions of effective group leaders. **SLO:** Demonstrate an ability to explain the personal characteristics and process skills needed to be an effective group counselor. **EM:** Class discussions, group laboratory experience, in-class role plays, group proposal paper, personal reflection journal, research paper, and final exam.

**2.F.6.e.** Approaches to group formation, including recruiting, screening, and selecting members. **SLO:** Express understanding in the variety of group counseling modalities, as well as the process of forming a group, including recruiting, screening, selection, and consent. **EM:** Class discussions, group laboratory experience, in-class role plays, group proposal paper, personal reflection journal, research paper, and final exam.

**2.F.6.f.** Types of groups and other considerations that affect conducting groups in varied settings. **SLO:** Exhibit awareness and knowledge in facilitating and advocating for the needs germane to the individual group members by involving caretakers (i.e., parents/guardians) and additional outside enterprises. (TEXES, F,6) **EM:** Class discussions, in-class role plays, group proposal paper, research paper, and final exam.

**2.F.6.g.** Ethical and culturally relevant strategies for designing and facilitating groups. **SLO:** Demonstrate an ability to explain how an individual's group membership, culture identity development, ethnic background, and social justice influence an approach and process to group counseling; Students will identify historical, social, and cultural factors affecting help-seeking behaviors in diverse groups. **EM:** Class discussions, group laboratory experience, in-class role plays, group proposal paper, research paper, and final exam.

**2.F.6.h.** 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. **SLO:** Assess oneself regarding areas of strength and areas for growth as a group counselor; demonstrate the knowledge of a group in various stages and how to intervene at critical junctures. **EM:** Group laboratory experience and personal reflection journal.

### **TEXES COMPETENCIES RELATED TO THIS COURSE (State examination required for school counselor certification)**

#### **Competency 001 (Human Development)**

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

#### **Competency 002 (Student Diversity)**

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

#### **Competency 003 (Factors affecting Students)**

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

Competency 006 (Counseling)

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

Competency 007 (Assessment)

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

Competency 008 (Collaboration with Families)

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

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

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

Competency 010 (Professionalism)

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

### **ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library Room 132**  
**Phone (903) 886-5150 or (903) 886-5835 or Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.com](mailto:StudentDisabilityServices@tamuc.com)

### **CONDUCT AND ACADEMIC HONESTY**

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

#### ***Academic Integrity***

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

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

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

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

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

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

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

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

### **NONDISCRIMINATION NOTICE**

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

### **CAMPUS CONCEALED CARRY STATEMENT**

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

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

Web url:

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

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

### **UNIVERSITY CLOSING DUE TO WEATHER**

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

### **TENTATIVE CLASS SCHEDULE**

Week 1: 08/30/18	Introductions, orientation to class, expectations discussed Facilitator Qualities; Person and Professional Types of Groups Read Chapter One & Two Before Class
Week 2: 09/06/18	Ethical and Legal Issues in Group Counseling Read Chapter Three Before Class Group 1 (5:55-7:10 pm)
Week 3: 09/13/18	Group Process: Stages of Development Instructor will provide reading (journal article/s) Group 2 (5:55-7:10 pm)
Week 4: 09/20/18	Forming a Group Read Chapter Four Before Class Group 3 (5:55-7:10 pm)
Week 5: 10/27/18	Initial Stage of a Group Read Chapter Five Before Class Group 4 (5:55-7:10 pm)

Week 6: 10/04/18	Transition Stage of a Group Read Chapter Six Before Class Group 5 (5:55-7:10 pm)
Week 7: 10/11/18	Working Stage of a Group Read Chapter Seven Before Class Group 6 (5:55-7:10 pm)
Week 8: 10/18/18	Ending a Group Read Chapter Eight Before Class Group Modality Research Paper Due Group 7 (5:55-7:10 pm)
Week 9: 10/25/18	Groups for Children Read Chapter Nine Before Class Group 8 (5:55-7:10 pm)
Week 10: 11/01/18	Group Proposal Due Topic to be determined (ensure all topics have been covered) Instructor will provide reading (journal article/s) Group 9 (5:55-7:10 pm)
Week 11: 11/08/18	Groups for Adolescents Read Chapter Ten Before Class Group 10 (5:55-7:10 pm)
Week 12: 11/15/18	Groups for Adults Read Chapter Eleven Before Class Group 11 (5:55-7:10 pm)
Week 13: 11/22/18	NO CLASS HOLIDAY WEEK
Week 14: 11/29/18	Groups for the Elderly Read Chapter Twelve Before Class Group 12 (5:55-7:10 pm, last group meeting)
Week 15: 12/06/18	Closing discussions and activities. Reflection Journal Due.
Week 16: 12/13/18	No Class Meeting – Online Final Due

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