



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

**COUN 554 GROUP DYNAMICS AND METHODS
FALL 2016**

Course Section:	CRN 44045, SECTION 001, 3 CREDITS
Course Meetings:	Tuesdays, 5:05-8:00 large class; 8:10-9:10 small group
Course Location:	BEC 501
Faculty Instructor:	Joel Diambra ; jdiambra@utk.edu ; 865 974-8774 (o); 865 414-3356 (c)
Small Group Facilitator:	Charmayne Adams ; Small Group Room BEC 426; 616-308-4822 (c); Office: Center for Career Development, Student Union, Phase 1, Rm 250 Office Hours: T/R 1pm-4pm, or by appointment Amanda Hinds ; Small Group Room BEC 240/241; 423 223-7480 (c), before 3:30 865 356-0375 (c), after 3:30 Marlon Johnson ; Small Group Room BEC 201; 803-972-0357 (c)
Instructor Office:	448 Claxton Complex
Office Hours:	by appointment
Course online:	online.utk.edu

COURSE DESCRIPTION

Theory and types of groups, descriptions of group practices, methods, dynamics, and facilitative skills, supervision of leadership skills.

PURPOSE AND FOCUS

EXPLORING METHODS OF GROUP FACILITATION AND PARTICIPATING IN GROUP DYNAMICS IS AN EXCITING, EYE-OPENING, COMPLEX AND RISKY BUSINESS. THERE ARE MANY NEW CONCEPTS TO LEARN, UNDERSTAND, PRACTICE, AND EXPERIENCE. MOST LEARNERS ARE FAMILIAR AND COMFORTABLE WITH THE DIDACTIC TEACHING APPROACH. THIS STYLE OF TEACHING WILL BE USED, AT TIMES, DURING THIS COURSE. HOWEVER, GROUP DYNAMICS CANNOT BE EFFECTIVELY TAUGHT OR LEARNED BY SIMPLY SHARING CONCEPTS. THE STUDENTS AND INSTRUCTORS PARTICIPATING IN THIS COURSE INHERENTLY MAKE UP A GROUP. ADDITIONALLY, SMALLER SUB-GROUPS CAN BE EASILY AND QUICKLY ESTABLISHED CREATING DIFFERENT GROUP DYNAMICS. THESE DYNAMICS PROVIDE A UNIQUE AND WONDERFUL ENVIRONMENTAL OPPORTUNITY FOR EXPERIENTIAL AND INTERACTIVE GROUP LEARNING. THIS MEANS YOU WILL HAVE MANY OPPORTUNITIES TO PARTICIPATE AS A GROUP MEMBER IN DIFFERENT CONTEXTS. AS YOU DO, (1) PAY ATTENTION TO YOUR EXPERIENCE AS A GROUP MEMBER: YOUR FEELINGS, THOUGHTS, OBSERVATIONS, THE FEEDBACK YOU GIVE AND RECEIVE, ETC. YOU WILL, WHETHER YOU ENJOY IT OR NOT, EXPERIENCE A WIDE RANGE OF EMOTIONS DURING THIS COURSE. I ENCOURAGE YOU TO EMBRACE THIS AS A LEARNING OPPORTUNITY. AT TIMES YOU MAY BE TEMPTED TO AVOID EXPLORING NEW FEELINGS OR EXPERIENCES BECAUSE OF DISCOMFORT. AGAIN, I ENCOURAGE YOU TO TAKE SOME RISKS/CHANCES. OUR GOAL IS TO LEARN ABOUT AND PRACTICE GROUP DYNAMICS. THIS WILL HELP YOU REMEMBER HOW YOUR FUTURE "CLIENTS" MAY EXPERIENCE BEING A GROUP MEMBER. SMALL GROUPS ARE INTENDED TO BE TASK AND PSYCHOEDUCATIONAL IN

NATURE; GROUP ACTIVITIES ARE **NOT** INTENDED TO PSYCHO-THERAPEUTIC OR COUNSELING IN NATURE. IT IS MY EXPERIENCE, HOWEVER, THAT SOME PARTICIPANTS WILL EXPERIENCE ASPECTS OF THE GROUP AS PSYCHO-THERAPEUTIC OR AS COUNSELING – IT REALLY CANNOT BE AVOIDED. INTROSPECTIVE LEARNING IS INHERENTLY CATHARTIC AND THERAPEUTIC, AT TIMES. (2) PAY ATTENTION TO YOUR OTHER GROUP MEMBERS. THEY PROVIDE MODELS/EXAMPLES OF DIFFERENT TYPES OF GROUP PARTICIPANTS. (3) PAY ATTENTION TO YOUR SMALL GROUP FACILITATOR. S/HE ALSO PROVIDES YOU WITH MODELS OF GROUP FACILITATION (ALBEIT, MODELS YOU MAY OR MAY NOT WANT TO EMULATE). MOREOVER, RESPECT ALL THE MEMBERS OF YOUR GROUP. PRACTICE CIVILITY. EACH GROUP MEMBER HAS THE RIGHT TO “PASS” AT ANY TIME FOR ANY REASON. THIS RIGHT WILL BE RESPECTED. LASTLY, THE INFORMATION SHARED IN GROUP CAN BE PERSONAL IN NATURE. CONFIDENTIALITY MUST BE MAINTAINED REGARDING INFORMATION SHARED DURING GROUP INTERACTIONS.

CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
theoretical foundations of group counseling and group work	2.F.6.a
dynamics associated with group process and development	2.F.6.b
therapeutic factors and how they contribute to group effectiveness	2.F.6.c
characteristics and functions of effective group leaders	2.F.6.d
approaches to group formation, including recruiting, screening, and selecting members	2.F.6.e
types of groups and other considerations that affect conducting groups in varied settings	2.F.6.f
ethical and culturally relevant strategies for designing and facilitating groups	2.F.6.g
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	2.F.6.h
techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.3.c
techniques of personal/social counseling in school settings	5.G.3.f

STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
STUDENTS WILL UNDERSTAND THE PRINCIPLES OF GROUP DYNAMICS, INCLUDING GROUP PROCESS COMPONENTS, DEVELOPMENTAL STAGE THEORIES, GROUP MEMBERS' ROLES AND BEHAVIORS, AND THERAPEUTIC FACTORS OF GROUP WORK.	2.F.6.B 2.F.6.C 2.F.6.E 2.F.6.F 2.F.6.G 5.C.3.C 5.G.3.F	GROUP PLAN PAPER
STUDENT WILL OBSERVE, PARTICIPATE IN, AND PRACTICE GROUP LEADERSHIP STYLES AND APPROACHES, INCLUDING CHARACTERISTICS OF VARIOUS TYPES OF GROUP LEADERS AND LEADERSHIP STYLES.	2.F.6.D	TEACH TEXT CHAPTER
STUDENTS WILL LEARN THEORIES OF GROUP COUNSELING, INCLUDING COMMONALITIES, DISTINGUISHING CHARACTERISTICS, AND PERTINENT RESEARCH AND LITERATURE RELATED TO GROUP EFFICACY.	2.F.6.a	TEACH TEXT CHAPTER
STUDENTS WILL OBSERVE, PARTICIPATE IN, AND PRACTICE GROUP COUNSELING METHODS, INCLUDING GROUP COUNSELOR ORIENTATIONS AND BEHAVIORS, APPROPRIATE SELECTION CRITERIA AND METHODS, AND METHODS OF EVALUATION OF EFFECTIVENESS.	2.F.6.H	REFLECTION PAPERS
STUDENTS WILL COMPARE APPROACHES USED FOR OTHER TYPES OF GROUP WORK, INCLUDING TASK GROUPS, PSYCHOEDUCATIONAL GROUPS, AND THERAPY GROUPS.	2.F.6.F	EXAMS

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ Respect to self and others, including honoring diversity, self-care, and wellness
- ◆ Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ Self-awareness, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

Group dynamics occur in a variety of settings for a variety of reasons. This course is taught within the counselor education curriculum and will focus on group counseling.

Didactic teaching will occur for a variety of course topics including the history of group work, different types of group work, group facilitation, forming groups, group stages, group therapeutic factors, group facilitation with culturally diverse population and different age groups (life span), ethical issues specific to group work, and leading groups using various theoretical perspectives.

Experiential opportunities, primarily small group work will occur inside and outside the classroom. On occasion, students will be asked to divide into small groups or remain in one large group for class activities. Additionally, a course assignment will require students to attend group sessions in the community. Both of these group venues will provide experiences to highlight group dynamics and provide students an opportunity to reflect upon these experiences and integrate group concepts from the course.

REQUIRED TEXTS & MATERIALS

Required Readings

- Gladding, S. T. (2012). *Group work: A counseling specialty* (6th ed.). New Jersey: Merrill Prentice Hall.
 - Online resource associated with this text. www.prenhall.com/gladding
 - ISBN13: 978-0137051526
 - ISBN10: 0137051522
- Yalom, I. D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (4th ed.). New York: Basic Books.
 - Chapters 1, 5, 6, 8, & 13 are available online through <http://www.lib.utk.edu/CourseReservesUnder/FindInformation>
- Bradbury, R. (1952). *The sound of thunder*. *Collier Magazine*. (online link available on the course Blackboard site).

Recommended Readings

- Cannon, M. D., & Griffith, B. A. (2007). *Effective Groups: Concepts and Skills to Meet Leadership Challenges*. Peabody college: Vanderbilt University.
- Capuzzi, D. (2003). *Approaches to group work: A handbook for practitioners*. New Jersey: Merrill Prentice Hall.
- Chen, M., & Rybak, C. J. (2004). *Group Leadership Skills: Interpersonal Process in Group Counseling and Therapy*. Pacific Grove, CA: Brooks/Cole.

- Cory, G. (2000). Theory and Practice of Counseling and Psychotherapy (6th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey M. S., & Corey, G. (1997). Groups, Process and Practice (5th Ed.). Pacific Grove, CA: Brooks/Cole.
- DeLucia-Waack, J. L., Gerrity, D. A., Kalodner, C. R., & Riva, M. T. (2004). Handbook of Group Counseling and Psychotherapy. London: Thousand Oaks
- Kline, W. B. (2003). Interactive Group Counseling and Therapy. Upper Saddle River, NJ: Merrill Prentice Hall.
- Napier, R. W., & Gershenfeld, M. K. (2004). Groups: Theory and Experience (7th Ed.). Boston: Houghton Mifflin Company.

Below is a non-comprehensive list of journals focused on groups which you may find useful in pursuing additional reading:

- Group Psychotherapy
- International Journal of Group Psychotherapy
- Journal for Specialists in Group Work
- Small Group Behavior

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment	Point Values	Total Point Value	%
Weekly Written Reflections (5)	4 points possible for each of the five required elements; 20 pts for each of the 5 WR	100	20%
Community Group Participation Paper	10 points for each of the 10 sections totaling 100 points	100	20%
Teach a Text Chapter (Chapters 11-19)	10 points possible for each of the ten required elements	100	20%
Group Plan	10 points possible for each of the ten required elements	100	20%
Mid-term Exam (Chapters 1-10 plus assigned readings and classroom content)	Varied point values for each item (e.g., true false, matching, multiple choice, short answer, essay)	50	10%
Final Exam (Chapters 11-19 plus assigned readings and classroom content))	Varied point values for each item (e.g., true false, matching, multiple choice, short answer, essay)	50	10%
TOTAL POINTS		500	100%

Assignments (grading rubrics are available. Use them to guide your work)

Late assignments are not accepted. Students will receive no credit for late assignments (zero points).

1. Weekly Written Reflections on Small and Large Group Class Experiences

During the 15 week semester, you must complete 5 written reflections (WR). No more than one may be submitted each week. Written reflections are to be approximately 4 pages (APA style, typed, double spaced, 12 pt. font, and stapled (include your name and the chronological number of the written reflection, 1-10 – do not use folders, 3-ring binders, plastic covers, inserts, etc.). Each written reflection must contain the following four subheadings: (1) summary of course content (classroom instruction or text information), (2) the feelings you experienced during large or small group activities (inside or outside classroom activities), (3) lessons you learned about the facilitator's role and application of how you will use this as a facilitator in the future, (4) the most significant group lesson (i.e., either experiential or didactic) you learned that week and application of how you will use this as a facilitator in the future. Each WR must include at least one citation from a text or journal article blending course concepts and theory

into your experience (this last element is to be blended into your journal, not a “stand alone” element). Stay on topic within each subheading. Students are encouraged to share your written reflections with your small group facilitator.

Options

You may replace up to TWO written reflections by writing a 2-4 PAGE SUMMARY on how a song, poem, video clip, newspaper article, CSI or SMCA meeting, or conducted (by you) short group activity relates to content/dynamics covered in the course. You must also briefly present this information to the class. Be sure to contact me at least a day before class to try and schedule your presentation. Only a few presentations can be done each class period due to time constraints:

Summary of WR Options

(a) present a song or read a poem that directly relates to group dynamics on CD or U tube (if cassette, you must bring player), the words of the song typed and enough copies for all class members. Yes, you are welcome to sing the song and/or play and sing the song with your own instrument and/or (b) a brief video clip (DVD, VHS, or U tube format) from a movie (other?) that relates to group dynamics, (c) a recent newspaper article that focuses on group dynamics (d) a CSI or SMCA meeting held during the semester (you can replace one written reflection for each group related workshop or presentation you attend at one conference related to group dynamics, up to the three maximum allowed). Be sure to sign in and collect handouts as evidence of your attendance. Turn in proof of attendance with your paper (e) conduct a very short group activity for the class and explain the group purpose/reasoning behind the activity.

2. Community Group Observation (different group than your small group)

You must observe/participate in at least one group being conducted in the community during the semester. You must observe for at least one hour (if the group is shorter than this, you will need to observe more than one group). After you attend the group session, you are to write a 8-12 page (APA style, typed, double spaced, 12 pt. Font, with reference list) paper based on your experience. Please turn in a stapled paper only; do not use folders, 3-ring binders, plastic covers, sleeves, etc. Your paper must include focus/purpose/mission of the group – overall and/or the one you attended. (1) Observations and discussion on the type of group (i.e., task/work, psycho educational, counseling, psychotherapy, mixed, other) and format (i.e., open or closed). (2) description of clientele (e.g., SES, age range, sex, ethnicity, race, other descriptive, characteristics), physical setting, and location. (3) group dynamics observed (therapeutic factors and others, refer to Chapter 3 of Gladding & Chapter 1 of Yalom), (4) leadership/facilitation style (democratic, authoritarian, laissez faire, leaderless, authoritarian), intrapersonal and/or interpersonal focus, content and/or process oriented (5) apparent group stage(s) (forming, storming, norming working adjourning). Discuss stages for different members, especially if open group format. Describe evidence for each group stage, (6) theoretical perspective(s) used to facilitate the group (e.g., behavioral, cognitive, cog.-beh., existential, psychodynamic, Adlerian, solution-focused, reality therapy, etc.), (7) a facilitation critique (at least 3 positives – what you would emulate in a similar group and 3 negatives - areas you would improve upon if you were to facilitate a similar group). Describe what and how you would facilitate differently. (8) a reflection of your feelings, from a client perspective, based on your experience (9) Discuss evaluation procedures used or that could have been used to assess group effectiveness (e.g., formative and summative). Be specific and describe measurable strategies. (10) include at least 3 references (two can be from the course texts and one from an outside source) and 5 citations to support ideas or concepts expressed in your paper. Follow APA style within writing, citations and references. Grammar, punctuation, spelling, etc. should be without error.

You are encouraged to seek out a group that interests you. A list of possible groups will be provided to you online. You may identify a group not included on the list. However, for this assignment, you may not attend a specific group or a type of group that you have already attended at any time in the past (you must go to a new type of group).

For CLOSED GROUP FORMATS be respectful of group facilitators and participants. Call the facilitator at least a week ahead of time. Request and receive permission to attend their group. Explain the context of and reason for your visit to the facilitator. Show up on time, stay for the entire group, turn off your cell phone, and dress appropriately. Participate when appropriate (e.g., say the confidentiality pledge,

introduce yourself, share personal information only if permission is granted). You may choose to “pass” during the group. Please be honest and represent yourself accurately. However, you do not have to self-disclose that you are a student and attending the group for academic purposes (unless you are asked directly). Rather, you can say you are, “... attending for the first time” or a response that is honest yet generic. If you introduce yourself as a student, you may (and likely will) significantly alter the focus and dynamics of the group.

When you attend a group, you may encounter someone you know. This may create some uneasy feelings – for both of you. You may be uncomfortable addressing this person (in the group or the next time you see the person outside the group) should the opportunity arise. This is one reason confidentiality is so critical. As an observer, you may not be or feel (although you likely will) as vulnerable as the group participants. Emphasize the fact that you will maintain confidentiality and, if necessary, explain your reason for attending the group.

3. Teach Text Chapter (100 pts. total)

As an opportunity to facilitate an educational group, chapters 11-16 will be taught by the students. Each chapter will be taught by 2-3 students. Prepare a Power Point presentation (or similar software). Students must provide a laptop computer or USB jump drive. Presentations must be completed within 45 minutes (including question and answer period). This is a very short time! You will have to abbreviate your presentation so the most relevant information is presented. Be creative and involve your classmates. Teach a few major concepts well rather than skirting over many different concepts from the chapter. Trust that your classmates have read the material before you teach it. Your presentation is to be turned into the instructor in electronic format at least one day before your presentation is due. Provide Power Point handouts on the day of the presentation to the entire class. If you bring a video clip or other type of media, it is your responsibility to set up the equipment (hardware/software) so that the clip plays correctly.

Your presentation will be evaluated using the online RUBRIC. Briefly, it will include the following: (1) introduction and organization of content to be presented (include a brief outline of the material you are about to cover), (2) ability to identify and present, in a logical and timely manner, the main points in the chapter, (3) clarity of content (ability to articulate material presented), (4) use of examples/illustrations/case studies/stories to underscore concept or idea, (5) classroom activity to highlight a concept or point, (6) infusion of additional outside resources (e.g., research articles, additional reference list with related readings, video clip, examples of local groups, etc.), (7) summary of information presented, (8) response to questions and comments, (9) creativity, and (10) shared presentation responsibility between dyad or group members. All group members will receive the same evaluation (score/grade).

4. Group Plan (100 pts. total)

Each student will prepare a comprehensive written plan that s/he would follow in order to conduct a group. You are strongly encouraged to plan a group that you really will facilitate in the future. Topic, theoretical foundation, structure, documents, tasks, activities, termination, etc. will be created to match the clientele and context.

Your Group Plan will be evaluated using the online RUBRIC. Briefly, the Group Plan should include the following: (1) statement of purpose/rationale for the group, (2) clientele description and membership process, (3) theoretical format of the group, (4) group ground rules plus time, place and frequency of meetings, (5) completely developed group documents/forms (e.g., informed consent form, written confidentiality statement, group ethics statement), (6) plan for publicizing or generating interest in the group, (7) selection of members and leaders (co-facilitators), (8) structure and specific tasks planned (e.g., ice breakers, goals and contracts, limit setting, promoting positive interchange, etc.) and order, based on group stages, you plan to conduct these tasks, (9) strategies for dealing with challenges (e.g., silent members, resisters, monopolizers, manipulators, clowns, sarcastic masks, redirectors, coalescing, colluding, etc.), and (10) termination procedures plus an evaluation of your group.

You are encouraged to consult with the course instructor regarding your group focus/purpose/topic. This assignment equates to a research paper and should be completed thoroughly and carefully. Incorporate as much as you can from course readings and discussion. Students are to cite and reference (text and

reference list) at least five (5) resources. The Group Plan should be 8-12 pages, written in APA style, typed using 12 pt. Times Roman font, and double spaced. The paper should be free of spelling and grammatical errors. Use the above elements as subheadings (when appropriate).

Exams

Midterm (50 pts. total)

The midterm will cover chapters 1-10 of the Gladding text, additional readings assigned in class (e.g., Yalom chapters), and material covered in class. The midterm may consist of test items in different formats (e.g., multiple choice, true/false, matching, short answer, essay, and/or video clip observation and response, etc.).

Final (50 pts. total)

The final will cover chapters 11-19 of the text, additional readings assigned in class (e.g., Yalom chapters), and material covered in class. The final may consist of test items in different formats (e.g., multiple choice, true/false, matching, short answer, essay and/or video clip observation and response, etc.).

Evaluation Procedures

Evaluation of student performance is based on meeting the minimum criteria outlined in this syllabus for each assignment or exam and the quality of work the student exhibits in each assignment/exam. Late assignments will not receive credit – point value of zero. Fractions are not rounded up (e.g., 92.9 = B+).

Grading Scale - Grades are earned by student effort/performance, not given by the instructor.		
Percentage	Points	Grade
93-100	465-500	A
90-92	450-464	B+
83-89	415-449	B
80-82	400-414	C+
73-79	365-399	C
65-72	325-364	D
64 and below	324 and below	F

RUBRICS

Group Dynamics COUN 554 Written Reflection Evaluation Rubric

Student _____

WR # _____ out of 5

20 Points Total – 4 points for each of the five sections below. For each lesson, an example is worth two of the four points. The evaluator may score using .25 or ¼ point increments.

_____ **Course content** – summarized most important topics and content from classroom instruction/lecture and assigned readings. Reviewed course material as a review and summarized main course concepts.

_____ **Feelings** – used specific and different emotion words to express the feelings and emotions experienced during large or small group activities and later, when reflecting on experiences. Avoided being cognitive about feelings (e.g., I “think” is different than “I felt”). Used the phrase, “I feel ... when ... because...” to express feelings. Generic words such as “good”, “great”, “bad”, “mad” were avoided. Descriptive and accurate. Provided some context for the feelings experienced.

_____ **Facilitator role lesson(s)** - Described a specific group facilitation lesson or lessons (e.g., an action, activity, processing, self-disclosure, directions, statement, planning, reaction, style, modeling, interaction, use of silence, etc.) learned by observing and participating with large or small group facilitator this past week. It may be a lesson s/he wants to repeat when a group facilitator or a lesson she does not want to repeat. Gave a specific, concrete and clear **example** of how s/he will implement this group facilitator lesson (or what s/he will do differently) and application of how s/he will use this as a group facilitator of a specific group in the future.

_____ **Most significant group dynamics lesson** – Apparent that group lesson was gleaned from large or small group, or outside of the classroom experience (and related to course content studied). Lesson is uniquely different from the facilitator role lesson (either a lesson of which s/he wants to remain aware or one s/he does not want to repeat. Gave a specific, concrete and clear **example** of how s/he will implement this group dynamics lesson (or what s/he will do differently) and application of how s/he will use this as a group facilitator of a specific group in the future.

_____ **Format & style** – Correct WR # on front page along with student’s name. Stayed on topic within each subheading. Integrated group dynamic constructs and terminology throughout the WR. Provided no more than 4 pages (5th page can be References) in current APA style, typed, double spaced, 12 pt. font, and stapled, with at least one citation from a text or journal article blending course concepts and theory into his/her experience. Provided a current APA style reference for each citation used.

COMMENTS:

_____ TOTAL POINTS EARNED

**Community Group Observation
Grading Rubric**

Student

You must observe/participate in at least one group being conducted in the community during the semester. You must observe for at least one hour (if the group is shorter than this, you will need to observe more than one group). After you attend the group session, you are to write a 8-10 page (APA style, typed, double spaced, 12 pt. Times Roman font, with reference list) paper based on your experience.

- _____ (1) **focus/purpose/mission** of the group – overall and/or the one you attended. Observations and discussion on the **type of group** (i.e., task/work, psycho educational, counseling, psychotherapy, mixed, other) and **format** (i.e., open or closed).

- _____ (2) description of **clientele** (e.g., SES, age range, sex, ethnicity, race, other descriptive characteristics), **physical setting**, and **location**.

- _____ (3) group dynamics observed (**therapeutic factors and others**, refer to Chapter 3 of Gladding & Chapter 1 of Yalom)

- _____ (4) **leadership/facilitation style** (democratic, authoritarian, laissez faire, leaderless, authoritarian), **intrapersonal and/or interpersonal focus, content and/or process oriented**

- _____ (5) **apparent group stage(s)** (forming, storming, norming working adjourning). Discuss stages for different members, especially if open group format. Describe evidence for each group stage.

- _____ (6) **theoretical perspective(s)** used to facilitate the group (e.g., behavioral, cognitive, cog.beh., existential, psychodynamic, Adlerian, solution-focused, reality therapy, etc.).

- _____ (7) a facilitation critique (at least **3 positives** – what you would emulate in a similar group and **3 negatives** - areas you would improve upon if you were to facilitate a similar group). **Describe what and how you would facilitate differently.**

- _____ (8) a reflection of your **feelings, from a client perspective**, based on your experience

- _____ (9) Discuss **evaluation procedures used or that could have been used to assess group effectiveness (e.g., formative and summative)**. Be specific and describe measurable strategies.

- _____ (10) include at least **3 references** (two can be from the course texts and one from an outside source) and **5 citations** to support ideas or concepts expressed in your paper. Follow **APA style within writing, citations and references. Grammar, punctuation, spelling, etc. should be without error.**

*Do not breach confidentiality by providing information that can be linked to any individual group participant (e.g., you can use fictitious names, not elaborate on specific discussion content, etc.).

_____/100 points

Comments:

**COUN 554 Group Dynamics
Teach Text Chapter Assignment
Grading Rubric**

Students: _____ & _____

Date _____ **Chapter** _____

Introduction & organization of content. Outline provided at beginning to set the stage. Quality of handouts provided. Stayed within the allotted time period. Electronically submitted Power Point at least one day ahead of presentation.

Ability to identify and **present the main points** in the chapter especially as related to group dynamics.

Clarity & depth of content, ability to articulate material presented (e.g., free flow delivery versus reading notes; details rather than glossing over material)

Use of **examples/illustrations/case studies/stories** to underscore concepts or ideas

Activities that engage audience and highlight a concept or point

Infusion of additional **outside resources** (e.g., research articles, additional reference list with related readings, video clip, examples of local groups, etc.)

Summary & integration of information presented and group concepts.

Response to questions and comments (initiated a question and comment discussion)

Creativity

Shared presentation responsibility between dyad or group members

Score _____ /100

*Each section is worth 10 points. All group members will receive the same evaluation (score/grade)

Group Plan Evaluation Rubric

Student's initials _____

Paper Requirements:

- _____ statement of purpose, rationale and justification for the group are included after a review of the relevant literature (data from research journal articles indicating a need for this group)
- _____ clientele description, screening and selection of group membership process, plan for generating interest through publicizing and making the group known to potential members is articulated
- _____ selection of leader(s)/facilitator(s), credentials, style, experience, and rationale for this/these leader(s)/facilitator(s) is fully developed
- _____ type (e.g., counseling, Psychoeducational, etc.), format (e.g., open or closed group), and theoretical framework (e.g., Adlerian, Rogerian, etc.) of the group are identified and the reasons for this type, format and theory including are explained
- _____ group ground rules, plus time, place, room and group arrangements specific to the purpose and population, frequency of meetings, and explanation of the logic behind using this structure is explained
- _____ structure and specific tasks are planned for all group sessions, or complete cycle if an ongoing group (e.g., ice breakers, goals and contracts, limit setting, promoting positive interchange, etc.). The order in which the facilitator plans to conduct these tasks is clearly planned and connected to group stages and therapeutic factors are discussed
- _____ strategies for dealing with challenging client roles (e.g., silent members, resisters, monopolizers, manipulators, clowns, sarcastic masks, redirectors) and situations (e.g., coalescing, colluding, disagreements, physical altercations, etc.) are included along with strategies to deal with other challenges that may face the group
- _____ termination procedures are discussed per session and for end of group sessions (consider end of group session closure strategies unique to open and closed groups). Include group evaluation procedures to be employed (some pre-evaluations would need to be considered earlier in the plan too)
- _____ completely developed group documents/forms (e.g., informed consent form, written confidentiality statement, group ethics statement, flyers, notices, etc.) are included in the group plan (appendices are appropriate for these documents)
- _____ text citations and references are from at least five (5) outside resources (four must be journal articles) using current APA format and the paper has appropriate subheadings to indicate each major section of the plan and is free of spelling and grammatical errors

Comments

_____ Total Points

Dear Student,

The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.

I wish you the best for a successful and productive semester.

Provost Susan Martin



UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

DISABILITIES THAT CONSTRAIN LEARNING

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

KEY RESOURCES FOR STUDENTS:

- Undergraduate Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=2>
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)

INSTRUCTOR POLICIES

Class Attendance

Attendance is required. As a voluntary member of this course, each student has made a commitment to his/her fellow students and instructor. The course schedule is evident. Make arrangements to attend each class, the entire class. If unforeseen circumstances arise and you are unable to attend due to an emergency, you will still be held responsible for course information, small group activities and deadlines. Prior to missing class, please inform the instructor that you will be absent. Check with your classmates to identify and clarify any missed information or experiences. Additionally, this course is somewhat unique – it is the study of group dynamics. Although we may acquire a unique perspective from a group member's absence, learning will best occur when all group members attend on a regular and ongoing basis.

Student Responsibilities

The following statements are responsibilities accepted by the student participating in this group course. Class responsibilities include:

- Students are to interact with classmates, community professionals, clients, and instructors in a manner that reflects the highest level of integrity and respect. This includes appropriate dress, arriving on time, maintaining confidentiality, and supporting critical thinking and mutual learning. Turn off or set cell phones to vibrate during class. Do not text message, snapchat, twitter, etc. Laptops are welcome for course/class purposes only; do not read or compose email, play games, surf the Internet, view MySpace or Facebook pages, etc. while in class. If you prefer to use your class time in this manner do everyone a favor, drop the course and quit graduate school.
- Students will engage in reflective and introspective learning (i.e., learning about self within the context of group dynamics) in addition to academic study.
- Students are expected to attend all classes and complete all course assignments within specified time frames.
- Students must complete all responsibilities assigned by the course instructor within the specified time frame.
- Students are expected to complete reading assignments before the day these assignments will be discussed in class.

**COURSE CALENDAR
COUN 554 GROUP DYNAMICS & METHODS
FALL 2016 CLASS SCHEDULE**

#	DATE	TOPICS & READINGS	ASSIGNMENTS DUE
1	TUESDAY, AUGUST 23, 2016	CLASS ROLE INTRODUCTIONS GROUP ACTIVITY REVIEW SYLLABUS & COURSE EXPECTATIONS	
2	8/30	GLADDING CHAPTER 1 & 17 SMALL GROUP	REFLECTIVE WRITING (ONLY 5 REQUIRED)
3	9/6	GLADDING CHAPTER 2 YALOM & LESZCZ CHAPTER 1 SMALL GROUP	REFLECTIVE WRITING (ONLY 5 REQUIRED)
4	9/13	GLADDING CHAPTER 3 & 4 YALOM & LESZCZ CHAPTER 5 SMALL GROUP	REFLECTIVE WRITING (ONLY 5 REQUIRED)
5	9/20	GLADDING CHAPTERS 5 & 6 YALOM & LESZCZ CHAPTER 8 SMALL GROUP	REFLECTIVE WRITING (ONLY 5 REQUIRED)
6	9/27	GLADDING CHAPTER 7 & 10 YALOM & LESZCZ 13 SMALL GROUP	REFLECTIVE WRITING (ONLY 5 REQUIRED)
7	10/4	GLADDING CHAPTERS 8 & 9 YALOM & LESZCZ 6 SMALL GROUP	COMMUNITY GROUP OBSERVATION DUE
8	10/11	CATCH UP ON LECTURES & READINGS SMALL GROUP	REFLECTIVE WRITING (ONLY 5 REQUIRED)
9	10/18	MID-TERM EXAM SMALL GROUP	MID-TERM EXAM DUE
10	10/25	GLADDING CHAPTER 11 – STUDENT TAUGHT GLADDING CHAPTER 12 – STUDENT TAUGHT SMALL GROUP	REFLECTIVE WRITING (ONLY 5 REQUIRED)
11	11/1	GLADDING CHAPTER 13 – STUDENT TAUGHT GLADDING CHAPTER 14 – STUDENT TAUGHT SMALL GROUP	REFLECTIVE WRITING (ONLY 5 REQUIRED)
12	11/8	GLADDING CHAPTER 15 – STUDENT TAUGHT GLADDING CHAPTER 15 – STUDENT TAUGHT SMALL GROUP	REFLECTIVE WRITING (ONLY 5 REQUIRED)
13	11/15	GLADDING CHAPTER 16 – STUDENT TAUGHT GLADDING CHAPTER 16 – STUDENT TAUGHT SMALL GROUP	REFLECTIVE WRITING LAST (ONLY 5 REQUIRED)
14	11/22	TCA – No CLASS	
15	11/29	FINAL EXAM (IF EVERYONE AGREES) REVIEW OF COURSE – SMALL GROUP, CLASS, ETC. LAST SMALL GROUP	GROUP PLAN DUE