I. INTRODUCTION

A. This course is an introduction to the patterns and dynamics of group interactions across the life span. Focus includes group therapy, structure, types, stages, development, leadership, therapeutic factors, the impact of groups on the individual, group growth, and behavior. Effective group facilitation skills and techniques used to address special population issues and needs are covered. Effective case management, record keeping, confidentiality, and ethics are addressed.

B. This course is required for the Central Texas College Certificate Level 1, Advanced Certificate, and Associate in Applied Science Degree in Mental Health Services: Chemical Dependency Counseling Specialization; the Advanced Certificate, and Associate in Applied Science Degree in Mental Health Services: At-Risk Youth Specialization; and the Associate in Applied Science Degree in Mental Health Services, Social Work Specialization.

C. This course is occupationally related and serves as preparation for jobs in the chemical dependency counseling field. This course is considered SPECIFIC by the Texas Commission on Alcohol and Drug Abuse (TCADA).

D. Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II. OVERALL OR GENERAL OBJECTIVES OF THE COURSE

Upon successful completion of this course, Dynamics of Group Counseling, the student will be able to:

A. Identify issues of confidentiality and ethics and how this applies to the group process. (F1, 3,5,13, 16-17; C5-7)

B. Describe group leadership styles. (F1, 5-6,11-12; C5-7,9,12,15)

C. Demonstrate group management skills. (F1,5-12; C3-17)
   a. Define and use terminology related to the group process. (F1,2,5,10,11; C5-7)
b. Differentiate between types of groups. (F1-2,5,11-13; C5-8)

c. Describe the basic stages of the group process. (F1-2,5,11-13; C5-8)

d. Give examples of client documentation and use of record keeping skills. (F1-2,5,11-13; C5-8)

**Program Threads and SCANS Competencies**

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

**Program Threads:**
- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three-part foundational skills on which the competencies are based on. Learning Activities and Objectives which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

**Resources:** identifies, organizes, plans, and allocates resources (C1-C4).

**Information:** acquires and uses information (C5-C8).

**Interpersonal:** works with others (C9-C14).

**Systems:** understands complex interrelationships (C15-C17).

**Technology:** works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

**Basic Skills:** reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).

**Thinking Skills:** thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).

**Personal Qualities:** displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).
III.  INSTRUCTIONAL MATERIALS

A.  The instructional materials identified for this course are viewable through www.ctcd.edu/books

B.  Other Required Instructional Material: ParScore Test Form 289-ERI-L, as directed by the instructor.

IV.  COURSE REQUIREMENTS

A.  Reading Assignments: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan and course Learning Guide.

B.  Projects, Oral Reports, Case Studies, Book Reports, Research papers: Assigned written work is detailed in the Course Learning Guide. This course has an experiential component that includes an Icebreaker activity, an Activity that Teaches, and a Didactic Presentation. Each assignment will be discussed in class in which detailed instruction will be handed out. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

C.  Class Performance: Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D.  Class Participation: Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.

E.  Submitting Written Assignments: All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

V.  EXAMINATIONS

A.  There will be a minimum of three major examinations. Examinations will be essay, multiple choice, true/false, or short answer.

B.  A student must be present for all examinations. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually
PRIOR to the exam date. Unexpected absences due to illness or extenuating
circumstances will require the student to see the instructor individually as soon as
possible.

C. A student must take the final examination to receive a grade for the course.

VI. SEMESTER GRADE COMPUTATIONS

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<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>% of Final Grade</th>
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<tbody>
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<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
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<tr>
<td>Module Assignments</td>
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<td>23</td>
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<tr>
<td>Group Leadership</td>
<td>21</td>
<td>21</td>
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<tr>
<td>Group Lab/Participation/</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Journal Assignments</td>
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<td><strong>Total</strong></td>
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Numerical Grade Letter Grade
90-100 A
80-89.9 B
70-79.9 C
60-69.9 D
Below 60 F

NOTE: The faculty reserves the right to adjust a student's grade for instances of
disruptive/uncivil classroom behavior.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a
course if circumstances prevent attendance. Any student who desires to, or must,
officially withdraw from a course after the first scheduled class meeting must file a
Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal
form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes
during the 16-week fall and spring semesters. The deadline for sessions of other
lengths is:

- Friday of 3rd week for 5-week courses
- Friday of 4th week for 6-week courses
- Friday of 6th week for 8-week courses
Friday of 7th week for 10-week courses
Friday of 9th week for 12-week courses
Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. **Incomplete Grade:** The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “I” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. **Americans With Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
H. **Discrimination Policy:** Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.
VIII. COURSE OUTLINE

A. Module One: Basic Issues in Group Work

1. Learning Outcomes: Upon successful completion of this lesson the student will:
   - Identify and discuss general and process goals for group.
   - Identify types of groups
   - Discuss the role of self-enhancement in group work
   - Discuss cultural/ethnic considerations in group work
   - Discuss the use of active learning as an effective group facilitation method
   - Discuss confidentiality of client information and records
   - Discuss ethical and professional issues in relation to group work
   - Discuss the need for group leaders to maintain current knowledge on research in group work
   - Identify and discuss leadership skills
   - Identify and discuss personal characteristics of effective group leadership
   - Define key terms and discuss these concepts in the module.

2. Learning Activities
   a. Read:
      - Process and Practice, Chapters 1, 2, 3, & 4
      - Group Techniques, Chapters 1 & 2 and Read Lecture Notes
      - Review the following DVD: Groups in Action/DVD – watch First Program Introduction
   b. Key Terms and Key Concepts: Culture, multicultural perspective, multiculturalism, task/work group, guidance group, counseling group, 12 step groups, psychotherapy group, self-enhancement, active learning, icebreakers, ethical issues in groups, involuntary membership, confidentiality, informed consent, professionalism, active listening, empathizing, supporting, reflecting, interpreting, blocking, clarifying, questioning, diagnosing, summarizing, linking, modeling, facilitating, confronting, suggesting, initiating, evaluating, terminating, leader competence, culturally skilled group worker
   c. Written Assignments: Complete the following Discussion Questions at the end of each chapter:
      1. Group Process Book:
         - Chapter 1: questions 3, 4, & 6
         - Chapter 2: questions 1, 4, 5, 6, 8, & 9
         - Chapter 3: questions 1, 2, 4, & 5
         - Chapter 4: questions 1, 2, 3, & 4 (questions 3 & 4 are to be written up, not from a small group discussion but from student’s perspectives)
      2. Group Techniques Book:
Chapter 1: question 6
d. **Journal Assignments:** (Each Journal Assignment is worth up to 1 point)
   1. Complete the Attitude Questionnaire on Group Leadership at the end of chapter 2 in the Group Process textbook. Write a one page analysis of your attitude about group leadership.
   2. Complete the Self-Assessment of Group Leadership Skills at the end of chapter 2. Write a 1 page analysis of your assessment.
   3. Complete number 8 Leaders, Values, under In-Class Activities in your Group Process Textbook at the end of chapter 3.
e. **Group Lab Assignments:** Lab work is to be completed as directed by the instructor. Develop an agreed upon list of group rules to be used in all group lab activities; Participate in icebreaker activities conducted by classmates.
f. **Group Leadership Assignment:** Select an appropriate icebreaker activity to conduct in group class. You may not repeat an activity previously done.

B. **Module 2: Initial Stage of Group**

1. **Learning Outcomes:** Upon successful completion of this lesson you will be able to:
   - Discuss the role of pre-screening in selecting group members
   - Describe the group characteristics at the initial state of group development
   - Examine methods for dealing with hidden agendas and storytelling in group
   - Identify and discuss general and process goals for group
   - Summarize the role of establishing group norms, trust and group cohesion
   - Discuss leader issues at the initial stage including the role of structuring
   - Demonstrate methods for opening and closing a group
   - Describe group member functions and discuss possible problems
   - Describe leader functions in forming and running a group during the initial stage
   - Identify and discuss methods of dealing with resistance during the initial stage
   - Explain the role of therapeutic communication skills in effectively conducting group
   - Demonstrate the use of active learning techniques
   - Define key terms and discuss key concepts in the module.

2. **Learning Activities**

   a. **Read:**
      - Process and Practice, Chapters 5 & 6
      - Group Techniques, Chapters 3 & 4
      - Review the following DVD: Groups in Action/DVD - watch the DVD part 1 & 2 and complete corresponding workbook
b. **Key Terms and Key Concepts:** Homogeneous group, heterogeneous group, Dr. Kubler-Ross, open group, closed group, confidentiality, therapeutic group, resistance, hidden agenda, here and now focus, modeling, attending, empathy, respect, caring confrontation, group norms, group cohesion, opening/closing activities, stage characteristics, member functions and possible problems, go-around/round robin, leader functions, general goals for group members.

c. **Written Assignments:** Complete the following Focus Questions at the beginning of each chapter:

1. Group Techniques Book:
   - Chapter 3: questions 1 & 3
   - Chapter 4: questions 4 & 6

d. **Journal Assignments:** (Each Journal Assignment is worth up to 1 point)

In the Groups in Action Workbook and DVD complete Part 1: Forming a Group and Part 2: The Initial Stage. Turn in your workbook with all sections of the two parts filled in. Be sure to write neatly and have your name on the cover and inside the workbook.

e. **Group Lab Assignments:** Activities are to be completed in assigned class groups. Participate in short group activities conducted by classmates. Provide appropriate constructive feedback.

   - In assigned small groups, brainstorm about ways of creating trust in your group. What factors do you think are likely to lead to trust? What would it take for you to feel a sense of trust in a group? What do you see as the major barriers to the development of group? Small groups will be asked to share their responses with the rest of the class.

f. **Group Leadership Assignment:** Select and conduct an approved short group activity (no more than 10 minutes in length) during your assigned class. Utilize active learning techniques in conducting the activity. You may not repeat an activity previously done.

g. **Exam:** Complete Exam 1 (covers Module 1 & 2).

C. **Module 3:** Transition Stage of Group

1. **Learning Outcomes:** Upon successful completion of this lesson you will:
   - Describe characteristics of the transition stage of group development
   - Select effective methods of confrontation to deal with conflict
   - Identify problem behaviors of group members and give examples of how to effectively handle them
   - Explain the struggle for control and conflict inherent during this stage
   - Identify and discuss methods for dealing with defensiveness and resistance in group
   - Discuss transference and counter transference and methods of dealing with them
   - Describe the member and leader functions during the transition stage
   - Evaluate self as a group member
• Create a short didactic group presentation.
• Define key terms and discuss key concepts in the module

2. Learning Activities
   a. Read:
      • Process and Practice, Chapter 7
      • Group Techniques, Chapter 5
      • Review the following DVD: view part 3 and complete corresponding work book section
   b. Key Terms and Key Concepts: Anxiety, types of defensiveness & resistance, conflict, confrontation, dealing with: silence, lack of participation, monopolistic behavior, storytelling, advice giving, hostile behavior, antisocial behavior, dependency, superior attitude, socializing outside sessions, intellectualizing, emotionalizing (pitty potty), transference, countertransference, stage characteristics, member functions, leader functions, conflict resolution skills.
   c. Written Assignments: Complete the following Focus Questions at the beginning of the chapter:
      1. Group Process Book:
         • Chapter 7: choose 4 questions from Questions for Discussion at the end of chapter 7. Please submit the questions with your discussion.
      2. Group Techniques Book:
         • Chapter 5: question 13.
   d. Journal Assignments: (Each Journal Assignment is worth up to 1 point)
      In the Groups in Action Workbook and DVD complete Part 3: The Transition Stage. Turn in your workbook with all sections of the parts filled in. Be sure to write neatly and have your name on the cover and inside the book.
   e. Group Lab Assignments: Activities are to be completed in assigned class groups.
      • Participate in didactic group conducted by classmates. Provide appropriate constructive feedback.
   f. Group Leadership Assignment: Develop a Lesson Plan and Didactic Presentation on an approved topic to share with the class. Directions are in the Module 3 section of the Module Notes and Resources.

D. Module 4: Working Stage of Group

1. Learning Outcomes: Upon successful completion of this module, the student will:
   • Describe appropriate interventions for dealing with group member’s fears at the initial, transition, and working stages of group.
   • Compare and contrast working and non-working groups
   • Discuss the therapeutic factors of group
   • Discuss the characteristics of the working state of group
2. Learning Activities
a. Read:
   - Process and Practice, Chapter 8
   - Group Techniques: Chapter 6
   - Review the following DVD: view part 4 and complete corresponding work book section

b. Key Terms and Key Concepts: Interventions for working on group member fears, characteristics of the working stage, group norms and behaviors during the working stage of group, therapeutic factors of group, self-disclosure, cohesion, universality, hope, willingness to risk and trust, acceptance, power, catharsis, humor, clinical recordkeeping, group notes, SOAP notes.

c. Written Assignments: Complete the Questions for Discussion at the end of the chapter:
   1. Group Process Book:
      - Chapter 8: questions 1, 2, 3, 4, & 5
   2. Group Techniques Book:
      - Chapter 6: question 10.

d. Journal Assignments: (Each Journal Assignment is worth up to 1 point)
   a. In the Groups in Action Workbook and DVD complete Part 4: The Working Stage. Turn in your workbook with all sections of the parts filled in. Be sure to write neatly and have your name on the cover and inside the workbook.
   b. Based on your group presentation for this module, go back to Chapter 2 of the Group Process Book and complete the Self-Assessment of Group Leadership skills at the end of the Chapter. What skills have you developed that served you well? What skills do you need to continue to develop? This is to only be done after you have completed your didactic presentation.

e. Group Lab Assignments: Activities are to be completed in assigned class groups. Participate in groups conducted by classmates. Provide appropriate constructive feedback.

f. Group Leadership Assignment: Complete progress notes using appropriate clinical recordkeeping practices on subject assigned by instructor - SOAP or Narrative notes.

g. Exam: Complete Exam 2 (covers Module 3 & 4).

E. Module 5: Final Stage of Group

1. Learning Outcomes: Upon successful completion of this lesson, the student will:
Discuss the processing of grief and the feelings of separation associated with members leaving group
Describe acting out behaviors, which might occur during the termination stage of group and how to counter them
Discuss stage characteristics during the termination stage of group
Describe member and leader functions during this stage
Discuss member and leader functions during the post-group phase
Summarize the therapeutic value and process of group
Define and discuss key terms and concepts.

2. Learning Activities
   a. Read:
      • Process and Practice, Chapter 9
      • Group Techniques, Chapter 7
      • Review the following DVD: view part 5 and complete corresponding work book section
      • Read Module 5 Lecture Notes.
   b. Key Terms and Key Concepts: Tasks of the final stage of group, evaluation of the group experience, stage characteristics, member and leader functions, post group work, dealing with loss, forming, storming, norming, performing and adjourning stages of group.
   c. Written Assignments: Complete the following Questions for Discussion at the end of the chapter:
      1. Group Process book:
         • Chapter 9: questions 1, 2, 3, 4, 5, & 6
      2. Group Techniques book:
         • Chapter 7: questions 11 & 15
   d. Journal Assignments: (Each Journal Assignment is worth up to 1 point)
      In the Group in Action Workbook and DVD complete Part 5: The Ending Stage. Write a 2 page summary of what you learned in this course.
   e. Group Lab Assignments: Activities are to be completed in assigned class groups.
      • Participate in group discussions.
      • Complete the Loss Cycle Exercise
      • Complete the t-shirt Exercise
F. Module 6: Group Work with Special Populations and Practice Settings

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
   - Discuss legal issues and practical considerations issues in conducting groups with children and adolescents
   - Describe appropriate topics for group work with children and adolescents
   - Give examples of topic-oriented groups for adults
   - Explain unique characteristics when conducting groups for the elderly
   - Identify criminal thinking errors in working with clients in the criminal justice system
   - Describe common groups used in the TC and TYC environment
   - Explain the role of choosing developmentally appropriate activities to achieving positive group outcomes
   - Discuss the impact of abuse issues on individual participation in the group process
   - Define and discuss key terms and concepts.

2. **Learning Activities**
   a. **Read:**
      - Process and Practice, Chapters 10 & 11
      - Lecture Notes Module 6
      - Tip 41 Substance Abuse Treatment: Group Therapy (order through [http://samsa.gov](http://samsa.gov)) or just read online
   b. **Key Terms and Key Concepts:** Legal issues in conducting groups with children and adolescents, 5 professional qualities for leading groups with children, types of groups appropriate for children, general goals for adolescent groups, types of groups appropriate for adolescents, basic elements in an adolescent group, theme oriented groups for adults, types of groups in therapeutic communities and juvenile correction institutions, special issues in working with women and geriatrics, special groups in residential settings, TC vocabulary.
   c. **Written Assignments:** Complete the following In-Class Activities at the end of the chapter. Write up and submit and be ready to discuss.
      - Chapter 10: questions 3, 5, or 6
      - Chapter 11: questions 2 & 5
   d. **Journal Assignments:** (Each Journal Assignment is worth up to 1 point)
      Read through TIP 41 Substance Abuse Treatment: Groups Therapy. Write a summary of what you learned from this booklet and the module readings. Be sure to include group development and phase specific tasks and stages of treatment, and therapeutic communities.
   e. **Lab Assignment:** Feedback/Closure.
   f. **Exam:** Complete Final Exam (non-proctored covering Modules 1-6).