

Syllabus for DAAC 2354 (610)  
**Dynamics of Group Counseling**

Instructor: Anna Taylor  
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Class Day/Time: M 6:00-8:50 p.m.  
Classroom: Wilkerson Hall 239

No office hours – Available only immediately after class, or via phone/text or email

**TEXT: Groups: A Counseling Specialty; 6<sup>th</sup> Ed.; Samuel T. Gladding)**

**Course Objectives:** To gain understanding and experience in group counseling. This will include discovering the variety of different group types, the common developmental stages of groups, recognize the group leader's role within groups. Will learn the terminology descriptive of stage, processes and developmental tasks within a particular stage, and will gain practical experience of the symbiotic nature within a group context. Each student will be able to create, and facilitate a group of their own for a final grade, demonstrating their understanding and knowledge of the steps involved from pre-planning through termination.

January 21: Holiday – No Classes (whew!)

January 28: Introduction to Group Counseling – Types of Groups and Group work

February 4: Group Dynamics and what causes them

February 11: Leadership of Groups – roles, ethical considerations, effective leadership skills,

February 18: Financial Issues (from book: “A Framework for Understanding Poverty”)  
                    TAKE HOME QUIZ #1

February 25: Beginning a Group

February 27: The Transition Period of a group

March 4: Love and Relationship issues; Mental illness issues

March 11: SPRING BREAK!!!

March 18: The working stage of a group  
                    TAKE HOME QUIZ #2

March 25: Closing a Group

April 1: Culturally Diverse Groups; Fear and Anxiety Issues/Grief Issues

April 8: Groups for Children and Adolescents

April 15: Groups for adults and Older people; Anger Issues  
                    TAKE HOME QUIZ # 3

April 22: Specialty and Creativity Groups

April 29: Creativity and Self---Care

May 6: Final Group Projects

May 13: Final Group Projects

Grading Criterion:

**EXTRA CREDIT ASSIGNMENTS ACCEPTED AND ENCOURAGED!**

20% .....Attendance..... each absence costs 6 points off the attendance section of your grade.

20%.....Participation

20%.....Written Work

20%.....Final Exam

Links to curriculum MHMR uses and **requires** of their CI and LCDC staff:

Seeking Safety: <http://www.seekingsafety.org/>

MET/CBT: <http://kap.samhsa.gov/products/manuals/cyt/pdfs/cyt1.pdf>

Additional resources:

TAP 21: <http://kap.samhsa.gov/products/manuals/pdfs/tap21.pdf>

12 Core Functions: <http://hawaii.gov/health/substance-abuse/prevention-treatment/CSACdocs/corefunctions.pdf>

**Attendance:** Attendance will be taken daily. Those who miss 4 or less classes over the entire semester will have an additional 5 points added to their final grade. Don't forget to sign the sign-in sheet if you are late so that you are not counted absent.

**\*\*\* EXTRA-CURRICULAR ACTIVITIES \*\*\***

Involvement in various activities and interests is not a problem - however, you are still responsible for learning the material and keeping up on assignments, reading, and tests, etc. in this class. No exceptions made for athletes, musicians, cheerleaders, Zen Buddhists, Islamic extremists, etc.

**Cellphones**

**NO TEXTING DURING CLASS.**

*Cellphones must be turned off or silenced.*

**Make-up Exams Policy:**

If you miss a test, **you will be responsible to make it up.** Makeup Exams are to be scheduled with the teacher and may be taken after class the following week. Although you can choose to not do a test, remember it will significantly affect your overall grade.

**OC Incomplete policy:**

A grade of "Incomplete" may be given only if (1) the student has passed all work completed, and (2) he/she has completed a minimum of 75% of the required coursework. A grade of "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

**Statement of Academic Dishonesty:**

Ethics, Cheating and Plagiarism "Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas or phrasing" includes written or spoken material, of course, from whole papers and paragraphs to sentences, and, indeed, phrases. but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise), which offers to sell written papers for a fee." (statement taken from <http://webster.commnet.edu/mla/plagiarism.shtml> ).

Odessa College does not tolerate cheating in any form. If you plagiarize an essay or cheat on an exam once, that assignment will receive a "0." If you plagiarize or cheat the second time, you will receive an "F" **in the course**. Cutting and pasting any information from any Internet source is considered "cyberplagiarism" and will result in a 0 for the first offense and an F **in the course** for any subsequent offenses. See the section on "Scholastic Dishonesty" in the updated Odessa College *Student Handbook*.

See: <http://www.riosalado.edu/library/tutorials/Pages/avoidingPlagiarism.aspx> for plagiarism and citation information.

**Statement of Special Accommodations:**

In accordance with federal and state laws and regulations, Odessa College does not discriminate on the basis of disability in the recruitment and admission of students, the employment of faculty and staff, and the operation of any of its programs and activities. Students with a disability should contact ADA Accommodation/Support personnel Becky Rivera-Weiss at either (432) 335-6861 or [brivera@odessa.edu](mailto:brivera@odessa.edu)

**Student Support/Success Coaches:**

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

**\*\*This syllabus is subject to change at the instructor's discretion\*\***

## **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with a alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.