

Dr. Gene Annaratone
Office: 239B Gooch Hall
Email: gannarat@utm.edu
Ph 587-7220
Office Hours: Posted on
office door

COURSE SYLLABUS
Revised edition: 2003/04

I. COURSE TITLE & NUMBER

Educational Psychology 740
Group Dynamics

II. SEMESTER CREDIT HOURS

3 semester credit hours

III. CATALOG DESCRIPTION/PURPOSE

A study of group process, techniques, and ethical issues involved in using groups for counseling and personal and interpersonal growth opportunities. A participatory format will be used in exploring the versatility of groups. Topics of course investigation include the study of leadership, communication skills, stress management, and career development.

IV. RATIONALE

Educators are in frequent contact with groups. They manage group. They participate in groups. They need information about groups. Group dynamics will examine the nature of groups and the effects groups can have on behavior. Theoretical approaches, skills and techniques of group management and group counseling will be studied.

V. COUNSELOR EDUCATION MODEL

The UTM Counselor Education program has adopted the theme *Professional Educators as Leaders and Enhancers of Human Development* as its goal in counselor preparation. This goal has four components:

1) **Knowledge, Skills and Application.** Counselors should be knowledgeable of the many disciplines that have influenced the development of counseling. They should possess knowledge of counseling theory, the counseling process for individuals and groups, and be able to effectively conduct counseling sessions. They should be aware of technological issues in counseling. They should understand the need for assessment and appraisal of human needs and how this assessment can best be achieved. Counselors should be aware that many

clients possess learning, behavioral or emotional problems and that knowledge of these problems and their diagnosis is needed.

Counselors should understand career development theories and recognize the complexities of career development and its impact on mental health. Counselors also need to realize that the diversity of our society indicates a continuing and increasing need for counselors to become cross-culturally sensitive and competent. Counselors need to recognize and understand their own cultural background and not allow their personal biases and values to influence their ability to assist clients who are culturally different from them.

2) **Human Relations.** Counselors should be skilled in relating to their clientele. They should possess good communication skills. They should have the ability to enlist the assistance of their colleagues' knowledge and expertise to compliment their own. They should be effective in coordinating their counseling program and/or services, and they should be able to work collaboratively with parents, community resource personnel or other significant others.

3) **Inquiry.** Counselors should be informed of current research and issues in counseling. Counseling decisions should be grounded in research and best practice. Counselors need to understand that research and developments in the field are crucial to effecting significant improvement in counseling.

4) **Professional and Ethical Behavior.** For persons preparing to become counselors, a thorough knowledge of ethical issues and practice is essential. Practicing professionals and counselor trainees must be knowledgeable of the ethical standards of their professional specialization. Counselors must learn to make ethical decisions and to apply ethical codes to the counseling situations they encounter.

VI. GOALS/OBJECTIVES

Cognitive Objectives:

The student will be able to:

1. Identify significant terms and concepts (e.g., group norms, sanctions, social role cohesion.
2. Recognize principles of group formation and of the group counseling process.
3. Define and differentiate the following: therapeutic group, group guidance, group counseling, group therapy, personal growth groups, T-groups, structured groups, and self-help groups.
4. Distinguish among the following theoretical approaches to group process and group counseling:

- Psychoanalytic, Person-centered, Behavioral, Transactional Analysis, Reality Therapy, Gestalt, Rational Emotive.
5. Recognize issues of leadership including leader characteristics, consulting, leadership theories, leadership skills. (State Matrix: 3)
 6. Recognize and demonstrate interpersonal skills needed for group facilitation.
 7. Identify issues in group formation and leadership. (State Matrix: 3, 9)
 8. Identify characteristics of each stage of group functioning.
 9. Describe methodology for evaluating group process.
 10. Relate decision making methodology to personal group experiences.
 11. Weigh the merits of individual versus group problem solving.
 12. Relate group practice to specific populations with whom one works/might work (e.g., PreK-12 children and adults).
 13. Identify ethical issues in the use of groups. (State Matrix: 9)
 14. Identify literature sources for group activities.
 15. Conduct a small group activity (e. g. values clarification, career development). (State Matrix: 4)

Affective Objectives

The student will be able to:

1. Verbalize thoughts, feelings, and ideas about group process.
2. Clarify values.
3. Become more sensitive to the needs and feelings of others.
4. Help group members become aware of personal strengths.
5. Gain confidence and competence in conducting group activities. (State Matrix: 4)
6. Develop an understanding of other people and be able to assist students in the development of these skills.

VII. COURSE CONTENT/ACTIVITIES

- A. Working with Groups: Lecture/Discussion
 1. Leader qualification
 2. Member guidelines
 3. Significant terms and concepts
- B. Perspectives on Groups: Class Readings
 1. Types of groups
 2. Theoretical approaches
 3. Group evaluation

C. Instructor-led Small Group Sessions

1. Activities for getting acquainted
2. Johari Window
3. Norms development and selection
4. Decision making methods
5. Group vs. Individual problem solving
6. Ethics discussion

D. Student-led Instructor Supervised Small Group Sessions

Possible session topics include:

1. Leadership development/styles
2. Values clarification
3. Communication skills
4. Stress management
5. Gender awareness
6. Multicultural awareness/enhancement
7. Self-concept enhancement
8. Games and their use in group development
9. Group and individual feedback
10. Life/career planning
11. Conflict resolution
12. Problem solving/synergy
13. Consultation skills development
14. Anger management
15. Addictions management
16. Team building
17. Assertiveness development

E. Termination & Closure Considerations & Activities

VIII. EVALUATION PROCEDURES

A. **Group leadership session and your analysis paper.**

The leadership session. Class members will be placed in a small group of 6-7 persons. Each class member will assume responsibility for being a small group leader for one class session. To accomplish this task, each class member will select a topic from among the topics in "D" above and present activities related to the topic selected. Collectively, each small group will be asked to prepare a list of topics the individual group members have selected and intend to use.

The leadership task will require each class member to become familiar with resource texts regarding groups found the LRC (2nd floor, Gooch Hall). The resource texts will be a source for topics and group activities. You must find activities (enough for at least a two hour session) that will explore your topic. The topics of *"life/career planning," "multicultural awareness and enhancement,"*

communication skills, and "*conflict resolution*" must be four of the topics addressed in each group. Each of these four topics can be a stand-alone presentation or incorporated with other activities as might be appropriate. For example, conflict management and communication skills might be combined.

In selecting your activities, each activity you select should be carefully selected with attention given to these questions:

1. Will the activity enhance group cohesion or contribute to group member self-enhancement?
2. Will the activity lead to further understanding of the principles of group dynamics?
3. Does the activity fit the stage of functioning at which the group is performing, e.g., group members that have been together for several weeks would not profit from "get-acquainted" activities?
4. Will the activity promote group discussion and/or involvement?

These four questions should be addressed as a part of your group leadership analysis paper. They represent your rationale for the selection of each activity. In writing your group analysis paper they are to be first answered prior to actually completing the activity. They can again be addressed after you have completed each activity.

The activities selected for your class presentation should be appropriate for the members in this class. However, when presenting your topic (activities) to the class, each student with a **major in school counseling** should also share (give a handout to the class and discuss but not complete) an activity that is appropriate at the elementary school level and an activity appropriate at the secondary school level (Pre K to 12) that fits the topic you have selected. **Mental health counselors** should share an activity that would enhance the knowledge base and expertise of their clientele. **Teachers and non-education majors** should do likewise. Thus there are two tasks to be accomplished: 1) activities for the group dynamics class membership which you will present and lead; and (2) activities that you will not conduct but present for discussion/sharing. *All activities should be included with your group leadership analysis paper discussed later in this syllabus.*

Each student should VIDEO his/her class presentation (I have reserved the recording equipment with our LRC, Gooch 217, but you are to make sure the equipment is in working order, furnish the video tape and have things set up the evening you complete your session. You will want to practice using the equipment prior to your session. Be **proactive** in preparation for this process). The video will be used in

assisting you to analyze your performance as group leader. Pay attention to your group's seating arrangement so that the visibility of all group members and yourself can be maximized during your session.

The written paper. *It is likely you will be completing more than one activity in a two hour session. From all the activities you complete, focus on **four** (It could happen that this is all you completed). Identify the three you thought were best received and the one you thought went least well and perform the following:*

Submit a written analysis of your functioning as group leader. The analysis should include:

1. Objectives for each activity you selected
2. An abbreviated description of each activity
3. The text source of each activity.
4. At least four significant (very useful) web sources (URL's) for information related to your topic. Provide a synopsis of each site.
5. A review of questions one through four above indicating how each activity met/did not meet the activity selection guideline (see comments above).
6. Data that includes a consideration of
 - the success (or failure) of each activity
 - the reaction of the group members to each activity
 - the perceptions of your group members and YOURS of your preparation, your leadership role, and the overall success of your activities. To obtain group data **you must prepare an evaluation instrument** related to your topic/activities that will be administered to your group members at the conclusion of your leadership session
 - recommendations (group members' and yours) for improving your session if you were to do again. Be sure to include the completed evaluations with your paper.(The video you made should be used in addressing many of these considerations)
7. Copies of the work related group activities that you gave to class members

Once you complete this part of the paper then next include:

8. A written analysis (separate entry) of how you applied good communication skills in your presentation (a class handout outlining some of skills to be modeled will be provided as a

guideline for this piece). The video should also help here.

9. A written analysis (separate entry) of what you have learned about yourself and others as a result of your interpersonal interactions with others in this course. In writing this paper it is essential to establish an interpersonal/personal goal at the start of the course and track (log) its development. Perhaps you want to become a better listener, become more assertive, or more tolerant of the opinions of others. Perhaps you would like to become more skilled in conflict management. You might want to focus the session you lead on such a topic. This entry should be at least from 1 to 3 pages. Please place it as the very beginning of your paper.

This component of the course will be worth a maximum of 30 points. Projects judged "above-average" will be worth 26-30 points; "average" 22-25 points; "acceptable" 18-21 points. Both the written component and the instructor's observation of the activity will be considered in evaluation, but it is important to prepare a well written and well developed analysis, as this will be the primary document for evaluation.

- B. Each class member will complete two multiple choice/true-false examinations on the course objectives. Objectives are related to the class text and class handouts. This component will be worth a total of 55 points, 25 points (midterm), and 30 points (final).

- C. **Class attendance is an essential component of this course.** Absences the night of a peer's presentation will count double. **Points can be earned by good attendance.**

No absences -----5 points
One absence -----4 points
Two absences -----3 points
Three/more absences ---0 points

- D. Course Option

Students can elect to research how to design groups to meet the needs of diverse clients. This **research paper** should be from 6 to 7 pages. The topic selected should be different from that selected for your class presentation. It will be worth up to 5 points. Possible topics include:

A. Groups for Children grades pre-k-6. Possible topics:

- a. low self-esteem
- b. dealing with divorce
- c. conflict management
- d. character education
- e. substance abuse
- f. loss and grief
- g. stress management

B. Groups for Adolescents, grades 7-12. Possible topics:

- a. substance abuse
- b. conflict management
- c. stress management
- d. sexual orientation issues
- e. gender role issues
- f. dealing with racism and prejudice
- g. identity issues
- h. career exploration

C. Groups for adults. Possible topics:

- a. substance abuse
- b. weight control
- c. sexual abuse survivors
- d. sexual abuse perpetrators
- e. conflict management
- d. social skills development
- e. college student issues

Once you have selected your topic you should: a) complete a review (APA style) of current research (counseling journal articles) that relates to issues regarding group work with your chosen population and topic about 3 pages); b) think about how you would actually lead such a group and include all the information related to organizing the group such as:

- your goals and objectives
- topics to be covered
- the number of meetings that would be appropriate or needed for topic coverage,
- the structure/content of each meeting
- ethical/ legal considerations
- an evaluation instrument
- activities for at least three sessions:

c) include at least four to five web sites for information related to your topic.

See pages 107-108 of our text for ideas here (3 to 4 pages).

Note: Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or the Student Academic Support Center within the first two weeks of the semester.

E. Course Grading

A = 81-90 points
B = 72-80points
C = 67-71 points
D = 62-66 points
F = 61 and below

Total points possible without option: 90

IX. TEXTBOOK

Corey, G., and M. S. Corey (2002). *Groups, Process & Practice*. (6th ed.), Monterey, CA: Brooks/Cole Publishing Co.

X. OTHER RESOURCES

1. Akande, A., Akande, B. Odewale, F. (1994). Putting the self back in the child—An African perspective. *Early Child Development and Care*, 103, 103-115.
2. Association for Specialists in group work (ASGW) (2000). *The Journal for Specialists in Group Work*, 25(4), 327-342.
3. Brown, N. W. (1998). *Psychoeducational groups*. Philadelphia, PA: Accelerated Developmen
4. Capuzzi, D. & Gross, D. R. (2002). *An introduction to group counseling* (2nd ed.). Denver, CO: Love Publishing Co.
5. Carrell, S. (2000). *Group exercises for adolescents* (2nd ed.). Thousand Oaks, CA: Sage Pub. Co.
6. Corey, G., and M. S. Corey (2002). *Groups, Process & Practice*, (6th ed). Monterey, California: Brooks/Cole Publishing Co.
7. Corey, G. (2000). *Theory and Practice of Group Counseling*, (Belmont, CA. Wadsworth/Thompson Learning.
8. Couch, R. D. (1995). Four steps for conducting a pregroup screening interview. *Journal for Specialists in Group Work*, 20(1), 18-25.
9. D'andrea, M. & Arredondo, P. (1998). Defining the term multicultural counseling. *Counseling Today*, 40(16), 48.
10. Forsyth, D. R. (1999). *Group Dynamics* (3rd ed.). Belmont, CA: Brooks/Cole.
11. Frey, L. R. and Barge, J. K. (1997). *Managing Group Life, Communicating in Decision-Making Groups*, New York: Houghton Mifflin Co.

12. Gladding, S. T. (1999). *Group Work: A Counseling Specialty*, (3rd ed.) Englewood Cliffs, New Jersey: Prentice Hall.
13. Glasser, C. & Smalley, B. S. (1995). *Swim with the dolphins: How women can succeed in corporate America on their own terms*. New York: Warner.
14. Gottlieb, M. M. (1999). *The Angry Self*. Phoenix, AZ: Zeig Tucker and Co. Pub.
15. Hannaford, M. & Hannaford, J. (1991). *101tools for teachers and counselors too*. Doylestown, PA: Mar Co Products, Inc.
16. Horne, A. M. & Rosenthal, R. (1997). Research in group work: How did we get where we are? *Journal for Specialists in Group Work*, 22(4), 222-240.
17. Jacobs, Edward E., Harvill, Riley L., Masson, Robert L. (2002). *Group Counseling, Strategies and Skills*, (4th ed). Pacific Grove, CA: Brooks/Cole..
18. Janis, I. L. (1972). *Victims of groupthink*. Boston: Houghton-Mifflin.
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20. Johnson, D. W. and Johnson, F. (2000). *Joining Together: Group Theory and Group Skills* (7th ed.). Boston : Allyn and Bacon.
21. Johnson, D. W. and Johnson, R. T. (1994). Constructive conflict in schools. *Journal of Social Issues*, 50(10). 117-137.
22. Johnson, I. H., Tones, J. S., Coleman, V. D. & Smith, M. (1995). Issues and strategies in leading culturally diverse counseling groups. *Journal for Specialists in Group Work*, 20 (3). 143-150.
23. Kotter, J. A. (1997). *Finding your way as a counselor*. Alexandria, Va.: American Counseling Association.
24. Kotter, J. A. (1994). *Advanced group leadership*. Pacific Grove, CA: Brooks/Cole.
25. Long, V. O. (1996). *Facilitating personal growth in self and others*. Pacific Grove, CA: Brooks/Cole.
26. McLoughlin, M. E., (ed.). (1978). *Toward Educational Equity: Sex-Affirmative Curriculum Guides for Counseling and Teaching*, Appalachian Center for Education Equity, UTK.
27. Merritt, R. E., and D. D. Walley. (1977). *The Group Leader's Handbook*, Champaign, IL: Research Press Co.
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29. Morris, K.T., and Cinnamon, K. M. (1975). *Handbook of Nonverbal Group Exercises*, CMA Publications.
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34. Patton, P. (1995). Rational behavior skills: a teaching sequence for students with emotional disabilities. *The School Counselor*, 43(2), 133-141.
35. Pfeiffer, J. William (ed.), *The Annual Series for Group Facilitators*. 1972 through current year, University Associates (This text has changed titles over the years. It is an annual publication.)
36. Pfeiffer, J. William (ed.). (1991). *The Encyclopedia of Team Development Activities*, San Diego, Calif.: Pfeiffer and Co.
37. Rogers, C. (1970). *Carl Rogers on Encounter Groups*, New York: Harper & Row.
38. Scannell, E. E., & Newstrom, J. W. (1994). *Even more games trainers play*. McGraw Hill.
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43. Smead, R. (1995). *Skills and Techniques for Group Work with Children and Adolescents*, Champaign, Ill.: Research Press
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46. Tubesing, N.J., and D.A. Tubesing (editors), *Structured Exercises in Stress Management*, Vols. I & II, Whole Person Press, 1983-84.
47. Tuft, J., (1984). *Group Processes: An Introduction to Group Dynamics* (3rd ed.). Palo Alto, CA: Mayfield
48. Van Gundy, A. (ed). (1998). *Great games and activities*. San Francisco: Josey-Bass
49. Weinhold, B. K. & Weinhold, J. B. (2000). *Conflict resolution, the partnership way*. Denver, Co: Love Publishing Co.
50. Zimpfer, D. G. (1990) Groups for divorce/separation. A review. *Journal for Specialists in Group Work*, 15, 51-68.

XI. PREREQUISITES

Graduate Status

XII. FACULTY FREQUENTLY TEACHING COURSE

Dr. Gene Annaratone

XIII. PROGRAMS IN WHICH COURSE IS REQUIRED

M. S. in Education with a major in counseling

XIV. STATE MATRIX COMPETENCIES

3, 4, 9