

BSS 380: Group Facilitation HS Profession

Course Welcome

Welcome to Group Facilitation in the Human Services course! As you are well aware, this is a seven-week accelerated course. There is a lot of work to accomplish in 7 weeks. Students often believe that an accelerated course is "easier" because it is shorter in length than a traditional 14-week course. You will have as many hours of classwork and homework on-line as you will have in the classroom. Pace yourself, and please don't get behind. Once a week is complete, the week's assignment close, and there will not be an opportunity for submitting work late. Please read through the syllabus carefully and give careful attention to the due dates of assignments and the requirements for discussion postings (there are minimum word counts as well as a minimum number of classmate posts requiring a response). Please make sure to purchase this textbook so you can do the readings ahead of the opening of week one. Let me know if you have any questions regarding the class.

All the best,

Jennifer Reagan MS, LMHC

Instructor Contact Information

Name: Jennifer Reagan

Phone: 574-575-0431

Email: jennifer.reagan@betheluniversity.edu

Preferred contact method: Email

Best time to contact / Office hours: After 5pm

Instructor Email Response Policy

Any course related email sent to the instructor will have a response either by email, phone, or through the LMS within 48 hours.

Course Description and Credit Hours

(3 credit hours) A study of techniques and practices used by clinicians in the group and casework settings. Includes cognitive behavioral, group dynamics and other treatment modalities used in behavioral modification.

Course Objectives

At the conclusion of the course, students should be able to:

- List at least five reasons for leading groups.
- Describe three common ethical issues that group leaders face.
- Articulate the three stages that occur in all groups.
- List at least eight therapeutic forces in groups.
- Articulate the difference between process and content in groups.
- List six of Yalom's curative factors.
- Identify one group they envision leading and articulate the purpose of that group.
- Describe two aspects of a group that should be considered when conducting pregroup planning.
- List four common mistakes made during the planning stages.
- Compose one productive plan for a first session.
- Explain the need for cutting off to members during the first session of a group.
- Identify at least one value associated with the skill of linking members in a group.
- List three ways to interrupt or cut off members who are off target or are making hurtful or harmful comments.
- Identify at least one reason why drawing members out is an essential leadership skill.
- Identify at least three strategies used in processing exercises.
- Create a list of key issues to be included in an outline for the middle stage of an assigned or a designated group.
- Explain the value of using counseling theories in therapy groups.
- Identify the two types of therapeutic goals of all therapy groups.
- Describe important considerations for conducting the last session of a group.
- List at least three circumstances under which it may be necessary to ask a member to leave the group.
- List issues specific to conducting children's, adolescents, couples, addictions, veterans and their family groups.

Program Core Competencies

At the completion of the program, the student should:

- Serve individuals, families, groups and communities through demonstrated knowledge and theory of interaction of human systems
- Use the knowledge, theory and skills required in direct service delivery and appropriate interventions to clients and client groups through proficiency in conducting groups.

Required Textbook / Materials

Title: Group Counseling: Strategies and Skills , 8th Edition

Author(s): Ed E. Jacobs; Christine J. Schimmel; Robert L. Masson; Riley L. Harvill

Publisher: Cengage Learning

Published ISBN: 978-1-305-08730-9

Textbooks and other required course materials can be purchased from the [online campus bookstore](#).

Course Requirements

Any online course activities assigned to the course are performed within Canvas.

Additional web sites and related web-based activities, if assigned, will be accessed through the course or through web links provided for web sites located outside the course.

Final Grade Calculation

Grade Distribution

Assignment	Point Value
Online Discussions	14 x 30 points=420 points
Group Observation Paper and PowerPoint Presentation	=200 points
Group Proposal and PowerPoint Presentation	=150 points
Homework Assignments	4 x 50 points =200 points
Quizzes	7 x 20 points =140 points
Total	=1,110 points

Grading Scale

Letter Grade	Percent
A	100% - 94%
A-	< 94% - 90%
B+	< 90% - 87%
B	< 87% - 84%
B-	< 84% - 80%
C+	< 80% - 77%
C	< 77% - 74%
C-	< 74% - 70%
D+	< 70% - 67%
D	< 67% - 64%
D-	< 64% - 60%
F	< 60% and below

Netiquette Policy

In an online course, almost all your interactions with other people will be through the internet. This netiquette policy applies to all your interactions with the instructor and your fellow students, and you are expected to follow the guidelines outlined below.

Respect other people and be willing to share your ideas and thoughts in a respectful way. Simply, respect others' views. You may disagree with someone, but do so graciously and

constructively. Pause before writing emails or posts when you are angry, and reread what you wrote carefully before clicking 'send.' Treat others the way you wish to be treated—with respect.

Do not post or communicate offensive or hateful content. Bethel University does not permit discussions that are obscene, harassing, sexually explicit, or derogatory toward individuals or groups. These will be deleted, and repeat offenders may be barred from future participation.

Do not post or share personal information. Do not post or share information such as addresses, telephone numbers, etc., and do not post or share someone else's personal information.

Learning Activities and Tests

Course Participation

Class Participation

Each week a portion of the course will be devoted to a class discussion related to a particular concept or topic. It is expected that each student will participate in this discussion. In-class discussions are designed to allow the class to engage in a healthy dialog on the lesson topic or question being presented

Online Participation

In the event of classroom meeting cancelation due to a campus scheduled holiday or severe weather, the scheduled class session will continue online. The following requirements are for online discussions:

The student will submit an initial discussion post per discussion topic. This initial discussion is a minimum of 250 words. This initial discussion post must include a level of detail, analysis and reflection related to the discussion topic. The student is expected to cite references to support their opinion. Any use of references must be properly cited using APA format.

Each student is required to reply to a minimum of two student initial posts. The reply post is a minimum of 100 to 150 words. This post must include a level of detail, analysis and reflection.

To receive the minimum points possible for a weekly discussion requires each student to post their initial discussion response on the regular night of the class session and two student reply posts by day four of the session – unless otherwise directed by the instructor. Access the discussions several times in the weekly sessions to remain current and active in the discussion.

Post / Response Guidelines

For the dialog to remain productive, in either an online or a classroom discussion, Bethel University requires each person to conduct themselves in a responsible manner by adhering to the following guidelines. These help to maintain a collaborative and congenial environment by reminding us all that whether we communicate online or in the classroom, we are engaging real people.

Be respectful of participants and their time by staying on-topic and not commandeering a discussion with vague or unrelated comments. Contribute productive information when participating in a discussion by stating a complete and logical idea or concept. The goal in the discussion is to delve into a topic and “learn,” so when you share a comment, stay on topic and explain your point of view.

Do not post copyrighted material without the expressed, documented permission of the copyright holder or following proper source citation of the information, just as you would when writing an essay or term paper. Cite a source if you use it.

Contact your instructor if you have any questions.

Weekly Assignments

Students will write a 2-4 page paper in Modules 1-4. Each paper will discuss the topics that were included in the weekly readings of the textbook. The papers must be in APA format, edition 7, Times New Roman, font 12, and double-spaced. Every paper must include a title page and a reference page.

Major Assignments

Group Observation Presentation with PowerPoint and Paper (200 points): This project is due Week 5; during class, each student will give a presentation represented with powerpoints. There will be no extensions given. Your presentation will be 20 - 25 minutes in length, with 15 minutes outlining the written questions below and 5-10 minutes for questions. You will also upload your typed paper to Canvas. The presentation and paper will be graded with a rubric.

***In the paper, you will provide a critical review of an established support group you will choose to attend. You will need to contact the group and seek permission to attend. The paper needs to be a minimum of 4 double-spaced typed pages in length, APA with a title and a reference page. The paper should include these three questions:

- Logistics of the group: focused topic of group, number of members, co-ed or not, age of members (guesstimate), closed/open group, length (time of each meeting) and duration (number of weeks or ongoing) of group.
- What traits and counseling skills of the leader impacted the group? The overall dynamics of the group and did the members seem connected to one another and to the leader?
- What stood out most about your observation (something which surprised you and/or clarified what you already believe to be true about groups)? Anything you would do different?

Group Proposal Presentation with PowerPoint and Paper (150 points): This project is due Week 6; during class, each student will give a presentation represented with powerpoints. There will be no extensions given. Your presentation will be 10-15 minutes in length. During this time you will also do an activity of your choice with the class; like you would a group. You will upload your paper to Canvas. The presentation and paper will be graded with a rubric.

- Proposing a new group
 - Purpose of the group, membership (how members will be chosen), number of sessions, length of each session, and an agenda for each session.
 - Two most impactful insights you gained from class.
 - Your strengths and weakness as a group leader.

Other Assignments

Quizzes (20 points): The weekly exams consist of multiple-choice questions, True/False questions and essays. The essays are graded on how detailed and thorough the content is written by the student. The quizzes are timed.

Course Schedule

Week #	Required Reading	Assignment / Activity
1	Chapters 1-3, ACA Code of Ethics and Ethical Standards for Human Service Professionals	Assignment Paper, 2 Discussion Questions, and Quiz
2	Chapters 4-5	Assignment Paper, 2 Discussion Questions, and Quiz
3	Chapters 6-8	Assignment Paper, 2 Discussion Questions, and Quiz
4	Chapters 8-10	Assignment Paper, 2 Discussion Questions, and Quiz
5	Chapters 11-13	Group Observation and PowerPoint Presentation and Paper, 2 Discussion Questions, and Quiz
6	Chapters 14-15	2 Discussion Questions and Quiz
7	Chapters 16-17	Group Proposal and PowerPoint Presentation and Paper, 2 Discussion Questions, and Quiz

Bethel University Policies and Resources

To view all Bethel University policies and information, please review the [Student Handbook](#).

Attendance

Classroom Attendance

Classes are accelerated, and there are no “free” or “automatic” absences. Student success in the course work and in personal and small group relationships requires regular class attendance. A student may be considered absent if he/she attends only a part of the class. Please see the Student Handbook for the Attendance Policy.

Online Attendance

The academic week is seven days for an online session, which begins Sunday morning and ends Saturday night. When an on-ground course moves to an online week, due to a holiday, the week is based on the night the class normally meets (i.e. if the class meets on Monday night then the online session will be from Monday night through Sunday night of the following week).

To receive full credit for online attendance, you must login AND complete one of the following items as directed by the instructor:

- Submit an academic assignment.
- Submit a quiz or exam.
- Participate in a posted online academic discussion.

Note that the following actions will not count as attendance:

- Logging into class without active participation does not constitute online attendance.
- Work done in a lab or other outside environment will not count toward online attendance.
- Assignments completed the week after the online assignment is due will not count toward online attendance for the previous week.

It is best-practice for students to access the online course a minimum of three days during each week to understand the subject fully and to be successful in class.

Late or Make Up Work

It is important for students to submit work on time as scheduled in the class. This allows the instructor time to grade the material and provide feedback if necessary. Circumstances may interfere with the ability to submit an assignment on time. However, as a student you agree to take the class and therefore agree to submit work on time.

Students are encouraged to work ahead to avoid late assignments. Please communicate with your instructor promptly if you have extenuating circumstances that may contribute to a late assignment.

Assignments (excluding discussion questions) will be accepted late, subject to a 10% deduction off the earned grade per day late (24-hour period), for up to 3 days. No assignments will be accepted after 3 days. Discussion posts and responses that are not posted by the due date will receive 0 points and are not accepted past the due date.

All work must be completed and submitted by the end of Week 7 of the course. No work will be accepted after the last day of the course.

Class Cancellation / Weather Policy for Online Courses

In the advent of a classroom meeting cancellation due to a campus scheduled holiday or severe weather, the online course schedule will be maintained. Campus closures do not affect the online course schedule.

Plagiarism

Any act of deceit, falsehood or stealing by unethically copying or using someone else's work in an academic situation is prohibited. A student found guilty of plagiarism will receive an "F" for that paper, assignment or exam. The instructor will have an interview with the student and submit a written report to the Program Coordinator for the area in which the student is enrolled. If a second offense should occur, the student will be required to appear before the instructor, the coordinator and the dean of the academic program. At this point the student's continuation in the course and academic career are in jeopardy. Students are encouraged to refer to the Bethel

Library's [online hel](https://bethelindiana.libguides.com/citations) HYPERLINK "https://bethelindiana.libguides.com/citations" HYPERLINK "https://bethelindiana.libguides.com/citations" HYPERLINK "https://bethelindiana.libguides.com/citations"p for proper citation.

Disability Services

The Americans with Disabilities Act (ADA) is a law that provides civil rights protection for people with disabilities. Bethel University is compliant with equal access laws and requests students with disabilities The Center for Academic Success (CAS) is located in the lower level of the Miller/Moore Academic Center.

If you have a disability, or think you have a disability, please make an appointment by calling Disability Services at the Center for Academic Success at (574) 807-7460 or (574) 807-7462 or email academicsuccess@betheluniversity.edu.

Bethel's website offers more detailed information under CAS. Please check out the [S](https://www.betheluniversity.edu/academics/center-for-academic-success) HYPERLINK "https://www.betheluniversity.edu/academics/center-for-academic-success" HYPERLINK "https://www.betheluniversity.edu/academics/center-for-academic-success" HYPERLINK "https://www.betheluniversity.edu/academics/center-for-academic-success"t HYPERLINK "https://www.betheluniversity.edu/academics/center-for-academic-success" HYPERLINK "https://www.betheluniversity.edu/academics/center-for-academic-success" HYPERLINK "https://www.betheluniversity.edu/academics/center-for-academic-success"udent Guide for Disability Services.

Information Technology Help Desk

The Help Desk is open Monday-Thursday from 7:30 a.m. - 6 p.m. and Friday, 7:30 a.m. - 5 p.m., during the fall and spring semesters, and 8 a.m. - 5 p.m. during the summer (starting May 1). Hours may vary on holidays and breaks.

Contact the Help Desk at helpdesk@betheluniversity.edu or by calling (574) 807-7777.

Library

Bethel's Bowen Library offers a range of resources and services, both online and physical, to all students enrolled at Bethel University. All online resources are available at the [library website](#).

Almost all periodicals and journals are available online, and there is a wide selection of e-books available as well. Off-campus access to these resources requires an active Bethel login account. For assistance in locating information, librarians are available to answer questions via email ([Ask a Librarian](#)), phone, or in person during regular business hours. For physical resources, students are able to use the [library catalog](#) to locate books and resources that are held either by Bethel or any other library. Students may use the catalog to request books from another library and have them delivered to the Bowen Library.

Students may also go to any [PALNI](#) library or to Notre Dame or Holy Cross and check material out in person with a valid student ID. PALNI is a consortium of several academic libraries in Indiana of which Bethel is a member; some nearby member libraries include Saint Mary's, Associated Mennonite Biblical Seminary, Goshen, and Grace. In addition, physical books and

journals, the Bowen Library provides study spaces, computers, and printers (included a web print station) to all students.

Syllabus Acknowledgment

Enrollment in this course is considered an acknowledgment that the student will review and follow the course syllabus and additional college policies as stated within the student handbook, college catalog and student information provided by the college through the campus website.

This syllabus is not a legal contract, but serves as a general outline for the semester. The instructor reserves the right to make adjustments to the course as the need arises.