

HREL 320, Group Dynamics, Syllabus (3 credits)

COURSE DESCRIPTION

Students learn how groups work and how to improve relationships in order to function effectively with all groups.

REQUIRED TEXTS & RESOURCES

- *Group Counseling: Strategies and Skills*, 8th Edition by Ed E. Jacobs; Christine J. Schimmel; Robert L. Masson; Riley L. Harvill
 - ISBN: 9781337107327
 - ISBN: 9781337600088

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.point.edu/bookstore.

Group Counseling” Strategies and Skills DVD set

Handouts: 1 - 6

Presentation Rubric

Sample Annotated Bibliography

Sample APA formatted PowerPoint

Links to Related Codes of Ethics and Practice Standards

[American Psychological Association Principles and Code of Conduct](#)

[ASGW Standards for Core and Specialization Training in Group Work](#)

[ASGW Principles for Diversity competent Group Work](#)

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Getting Started Week		
	Introduce Yourself Forum	Due Sunday
Week 1	Stages of Groups, Kinds of Groups, Group Theories and Group Purpose	
	Reading: Chapters 1 - 3	N/A
	Threaded Discussion: Biblical Considerations Leadership	Due Week 1, Day 5
	Assignment Journal: Impact Theory	Due Week 1, Day 7
	Case Study Video(s): 1.1 Leader without Skills Video 1.2 Leader with Skills Point Online: Discussion Forum Point Connect: Role Play	Due Week 1, Day 5
	Application Activity: Handout 3 Point Online: Discussion Forum Point Connect: Activity*	Due Week 1, Day 5
	Group Forum: Presentation Interaction - Discuss Presentation Project and Consider Topic	Due Week 7, Day 7
Week 2	Planning a Group, Starting a Group and Basic Skills of a Leader	
	Reading: Chapters 4 - 6	N/A
	Threaded Discussion: Biblical Considerations Starting a Group	Due Week 2, Day 5
	Assignment Journal: Beginning Stages and Phases	Due Week 2, Day 7
	Case Study Video(s): 5.1 - 5.3 Conducting a first session Point Online: Discussion Forum Point Connect: Role Play*	Due Week 2, Day 5
	Application Activity: Basic Skills - Handout 4 Point Online: Discussion Forum Point Connect: Activity*	Due Week 2, Day 5
	Group Forum: Presentation Interaction - Students should identify topic for Project and consider roles and responsibilities of group members	Due Week 2, Day 7
Week 3	Focus, Cutting Off, Drawing Out, Rounds and Dyads	
	Reading: Chapters 7-9	N/A
	Threaded Discussion: Biblical Considerations Dyads, Triads, Rounds	Due Week 3, Day 5
	Assignment Journal: Focus	Due Week 3, Day 7
	Case Study Video(s): 8.1-8.7 - Cutting off and Drawing out Point Online: Discussion Forum Point Connect: Role Play	Due Week 3, Day 5
	Application Activity: Getting and Holding Focus Point Online: Discussion Forum Point Connect: Activity*	Due Week 3, Day 5
	Group Forum: Presentation Interaction - Identify and share sources for Presentation Project. (Annotated Bibliography)	Due Week 3, Day 7
	Midterm – online	Due Week 3, Day 7
Week 4	Exercises	
	Read Chapters 10, 11	N/A

	Threaded Discussion: Biblical Considerations Exercises	Due Week 4, Day 5
	Assignment Journal: Kinds of Exercises	Due Week 4, Day 7
	Case Study Video(s): 10.1 – 10.4 How to Conduct Exercises Effectively	Due Week 4, Day 5

	Point Online: Discussion Forum Point Connect: Role Play*	
	Application Activity: Exercises Point Online: Discussion Forum Point Connect: Activity*	Due Week 4, Day 5
	Group Forum: Presentation Interaction - Collaboratively build outline for Presentation Project and post to forum.	Due Week 4, Day 7
Week 5	Leading the Middle Stage of a Group and Using Theories in Groups	
	Reading: Chapters 12, 13	N/A
	Threaded Discussion: Biblical Considerations Stimulating Thought	Due Week 5, Day 5
	Assignment Journal: Middle Stages and Phases	Due Week 5, Day 7
	Case Study Video(s): 13.1-13.3 Using Theories in Groups Point Online: Discussion Forum Point Connect: Role Play*	Due Week 5, Day 5
	Application Activity: Counseling Theories Point Online: Discussion Forum Point Connect: Activity*	Due Week 5, Day 5
	Group Forum: Presentation Interaction – Peer Review of individual portions of Presentation Project	Due Week 5, Day 7
Week 6	Counseling and Group Therapy and Closing a Group	
	Reading: Chapters 14, 15	N/A
	Threaded Discussion: Biblical Considerations Closing a Group	Due Week 6, Day 5
	Assignment Journal: Closing Skills	Due Week 6, Day 7
	Case Study Video(s): 14.1-14.3 Conducting Therapy in Groups Point Online: Forum Point Connect: Role Play*	Due Week 6, Day 5
	Application Activity: Handout 5 Point Online: Discussion Forum Point Connect: Activity*	Due Week 6, Day 5
	Group Forum: Presentation Interaction - Finalize work on final project and prepare to post or present* next week.	Due Week 6, Day 7
Week 7	Dealing with Problem Situations and Working with Specific Populations	
	Reading: Chapter 16, 17	N/A
	Threaded Discussion: Biblical Considerations Dealing with Problem Situations	Week 7, Day 5
	Assignment Journal: Multicultural Issues in Groups	Week 7, Day 7
	Presentation Project Point Online: Post to Forum Point Connect: Present in class*	Week 7, Day 7
	Final Exam	Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Introduce Yourself Forum	5
Threaded Discussion Biblical Considerations (7 x 20pts)	140
Assignment Journals (7 x 30pts)	210
Assignment: Case Studies (6 x 25pts)	150
Application Activities (6 x 40pts)	240
Presentation Interaction: Documented on Group Forum	55
Presentation Project	100
Week 3 Midterm Exam: Online	50
Week 7 Final Exam: Online	50
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

COURSE GOALS AND OBJECTIVES		Program Objective(s)
Goal 1: Upon completion of this course students will demonstrate a theoretical foundation for understanding the dynamics and skills of Group Counseling within Human Relation, Psychology and Criminal Justice		
	Objective 1.1: Students will identify and explain major elements of Group Counseling Practice Theory and its implications in Human Relations, Psychology and Criminal Justice.	1.1(HREL, PSYC, CJUS), 1.2(HREL, PSYC), 1.3(HREL, PSYC)
	Objective 1.2: Students will explain the process and dynamics of Group Formation.	1.2(HREL, PSYC) 1.1 (CJUS)

	Objective 1.3: Students will compare and contrast the phases and stages of groups and the skills of each phase and/or stage.	1.1(HREL, PSYC, CJUS), 1.2 (CJUS) 1.3(HREL, PSYC),
	Objective 1.4: Students will integrate the dynamics of group counseling and models of group counseling with biblical and theological insights.	1.1(HREL, PSYC, CJUS) 1.4(HREL), 1.5(HREL), 2.7 (CJUS)
	Objective 1.5: Students will distinguish between healthy and unhealthy patterns in the life, work and ethics of group work.	1.4(PSYC), 1.5 (HREL), 2.4(PSYC), 2.5(HREL, CJUS) 2.6(CJUS)
Goal 2: Upon completion of this course students will demonstrate the basic skills and professional attitudes pertinent to group work professions.		
	Objective 2.1: Students will demonstrate an integration of personal strengths and the application of professional standards and principles of group work.	1.4(PSYC), 1.5(HREL), 2.2(HREL, PSYC), 2.6 (CJUS)
	Objective 2.2: Students will demonstrate effective listening and other basic counseling skills utilized in helping relationships within different groups (Education, Discussion, Task, Growth & Experiential, Counseling & Therapy, Support, Self-Help)	1.1(HREL, PSYC, CJUS), 1.4(PSYC), 2.7 1.5(HREL), 2.1(HREL, PSYC), 2.2 (HREL, PSYC)
	Objective 2.3: Students will assess client needs and recommend services designed to meet those needs within a group.	1.1(HREL, PSYC), 1.4(PSYC), 1.5(HREL), 2.1(HREL, PSYC), 2.2(HREL, PSYC), 2.3(HREL), 2.6 (CJUS)
	Objective 2.4: Students will analyze and utilize scholarly research to explore contemporary issues in Group Work.	1.1(HREL, PSYC), 1.2 (CJUS), 1.4(HREL, PSYC), 1.5(HREL), 2.2(HREL, PSYC) 2.3(PSYC), 2.4(HREL), 2.5 (CJUS)

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (<http://point.edu/disclosures>) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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