Syllabus

Course Information:
PSYC 5345.001 Group Processes. Fall 2015
5:00-7:45 Wednesday. Location: BEP 215

Instructor Information:
Kirk Zinck, Ph.D., LMFT
Office: HPR 214
Office Hours: Meetings are by Appointment.
Available meeting times include Wednesday 1:30-4:30.
Alternate meeting times may be available at instructor convenience.
Telephone: 903-566-7154
E-Mail: kzinck@uttyler.edu [e-mail is the best way to contact your instructor]

COURSE CATALOG DESCRIPTION
An introduction to group dynamics, developmental stages of a group, and theoretical approaches to group counseling. Emphasis is on acquiring pragmatic knowledge and experience, and developing group leadership skills.

STUDENT LEARNING OUTCOMES
Students will develop theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and approaches in a multicultural society as demonstrated by the ability to:
1. Describe developmental stages and therapeutic factors associated with group processes. (II.6.a)
2. Describe facilitator roles and styles. (II.6.a,b)
3. Describe and apply ethical principles governing group counseling. (II.6.b,d)
4. Describe theoretical approaches to group counseling. (II.6.a,b,c)
5. Develop a proposal for a counseling group. (II.6.c,d)
6. Facilitate aspects of group process. (II.6.b,d)
7. Evaluate his/her knowledge, skills, and needs for further development. (II.6.b)
8. Participate in analyze, evaluate a 10 hour group counseling experience. (II.6.e)

Note: Items in parenthesis indicate CACREP standards for group counseling coursework met by each outcome.

COUNSELING PSYCHOLOGY PROGRAM ASSESSMENT METHODOLOGY
6.0 Group Counseling Skills: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.
6.1 Assessment: Students in PSYC 5345: Group Processes will submit a written group therapy paper on topics approved by the instructor.

TEACHING STRATEGIES
Learning will occur in the context of dialogue, interactive exercises, participation in a group experience and reading. The instructor will facilitate the collaborative development of an invitational learning context. The quality of each student's learning experience depends upon his or her motivation to: (a) prepare thoroughly, (b) be inquisitive, (c) think reflexively, (e) interact with other scholars within and outside of the classroom, and (f) participate fully in classroom activities including the group lab.

Throughout the course, all students will be invited to engage in an ongoing dialogue that is based upon reading and other learning experiences. Students are expected to complete assigned readings before each class. Classroom
interaction is designed to provide students with opportunities to develop proficiency in applying fundamental group counseling skills.

**Related Field Experience:** This experiential class requires participation in a counseling group. Group participation aligns with “best practices” of the Association for Specialists in Group Work and it meets CACREP standards.

**EVALUATION**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>15%</td>
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<tr>
<td>Facilitated Discussion Project</td>
<td>25%</td>
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<tr>
<td>Paper 1 Pre-Screening Project</td>
<td>15%</td>
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<tr>
<td>Paper 2 Counseling Group Proposal</td>
<td>35%</td>
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<tr>
<td>Reflection Logs</td>
<td>10%</td>
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</table>

Course Grade (% of possible points): 91-100% = A 81-90% = B 71-80% = C < 71 = F

*Course grade is calculated as a weighted average of the percentage of possible points earned in each activity.*

**A Note Regarding Quizzes**

For each chapter assigned, students must complete a corresponding quiz, which is located on the Blackboard Website for this class. The deadline for completing each quiz is Tuesday @11:59 PM of the week the chapter will be discussed in class. No points will be awarded for quizzes that are submitted after the deadline. Quizzes are self-grading; each student can view the results of her/his quiz on Wednesday. Students are allowed 45 minutes to complete each quiz.

**REQUIRED TEXTBOOK**


*Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer*

**SUGGESTED READING & REFERENCES**

**Books**


**Peer Reviewed Group Counseling Journals**

Group Dynamics

International Journal of Group Psychotherapy

Journal for Specialists in Group Work

**Recommended Web Sites**

Association for Specialists in Group Work. www.asgw.org
COURSE POLICIES AND EXPECTATIONS OF STUDENTS

1. **Attendance. PLEASE READ THIS ATTENDANCE POLICY THOROUGHLY.**
   In PSYC 5345, most learning occurs through in-class experiences. **Attendance is Mandatory.**

   The following attendance rules apply regardless of what a student earns in the evaluated activities.
   - Students must be fully present (i.e. arrive on-time and remain until class is dismissed) for 12 full class meetings in order to earn an A or a B in this course (14 meetings are scheduled).
   - Students attending fewer than 11 full class meetings will earn a D, F, or I (incomplete) and be advised to repeat the course. University guidelines will be followed for any award of I.
   - At instructor discretion, and when circumstances make a missed class unavoidable, a student may be forgiven on absence by completing an alternative assignment within 10 days of a missed class. The student is responsible for initiating such an assignment and should approach the instructor immediately, with a detailed plan for making up a missed class. Your instructor reserves the right to determine if you will be allowed to make up the missed class; supporting documentation may be requested.

2. **Preparation for Class.** This is an interactive course in which students “learn by doing”. Therefore it is important to complete assigned readings, chapter quizzes, reflection logs and discussion entries prior to each class meeting. Make pertinent notes and be ready to actively participate in discussions of assigned readings and other assigned activities.

3. **Fundamental Proficiency.** Graduate students are expected to be proficient in use of the library and associated resources, to possess advanced writing and presentation skills, and to demonstrate professionalism in all learning activities. Students are expected to remedy any deficiencies in these areas through independent learning, seeking help at the UTT writing center or from the reference librarian, and pursuing other assistance as necessary.

4. **Submitting Written Work.**
   - **Attachment Labels.** Submit assignments as an e-mail attachment, in Microsoft Word. In all electronic submissions, a student’s name and an abbreviated assignment title must appear in the label of the attachment. Improperly labeled submissions will receive a 10% grade reduction.
     Examples: a) Zinck, K. Final Paper b) Zinck, K. Reflection # 1.
   - **APA Format.** The two required papers (Prescreening Paper and Group Proposal) must be submitted in APA Format. Failure to submit these papers in the required format will result in a point reduction equal to one letter grade for the paper.
   - **Late Submission.** Papers submitted after the established deadline will have 10% of the possible points deducted for each day they are late. No credit will be awarded for quizzes that are submitted late. There is no opportunity to make up missed quizzes.

5. **Cell Phones.** Phones must be turned off and stored away when class is in session.

6. **Supplemental Reading**
   Students are expected to supplement their acquisition of knowledge by exploring and reading scholarly literature addressing group counseling and related areas, and integrating the resulting information into class discussions. Outside reading should be from peer-reviewed journals. If you are unsure what “peer-reviewed” means, see the UTT Library web site, to find an explanation. Specific readings will be periodically assigned.

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**PSYC 5345 COURSE OUTLINE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>PREPARATION FOR CLASS: READING, QUIZ, ETC.</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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<td>Aug 26</td>
<td><strong>Course Orientation</strong>&lt;br&gt;Foundations of Group Counseling</td>
<td>Introductions/Syllabus Review&lt;br&gt;Lecture &amp; Interactive Discussion: Foundations of Group Counseling&lt;br&gt;<strong>Pre-Screening Project Assigned</strong></td>
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<td>Sept 2</td>
<td><strong>Facilitation of Group Counseling</strong>&lt;br&gt;Chapter 1-2 Corey&lt;br&gt;Chapt.1-2 Quiz <em>(Due Tuesday @ 11:59 PM)</em></td>
<td>Interactive Discussion.&lt;br&gt;Interactive Viewing – “Group Counseling” video&lt;br&gt;<strong>Facilitated Discussion Assignment Explained</strong></td>
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<td>Sept 9</td>
<td><strong>Ethics, Best Practices, and Diversity in Group Facilitation</strong>&lt;br&gt;Chapter 3 Corey&lt;br&gt;Chapt. 3 Quiz <em>(Due Tuesday @ 11:59 PM)</em></td>
<td>Interactive Discussion&lt;br&gt;Learning. Activity: Diversity Competence&lt;br&gt;Video Clips– Early Stages of Group Counseling&lt;br&gt;<strong>Group Lab Activity Explained</strong>&lt;br&gt;(including reflection logs)&lt;br&gt;Group Experience Informed Consent distributed</td>
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<td>Sept 16</td>
<td><strong>Early &amp; Middle Stages in Group Counseling</strong>&lt;br&gt;Chapter 4 Corey&lt;br&gt;Chapt. 4 Quiz <em>(Due Tuesday @ 11:59 PM)</em></td>
<td>Interactive Discussion&lt;br&gt;Video Clips – Middle Stages of Group Counseling&lt;br&gt;<strong>Group Lab # 1</strong>&lt;br&gt;Prescreening Paper is Due</td>
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<td>Sept 23</td>
<td><strong>Later Stages in Group Counseling</strong>&lt;br&gt;Chapter 5 Corey&lt;br&gt;Chapt. 5 Quiz <em>(Due Monday @ 11:59 PM)</em></td>
<td>Interactive Discussion&lt;br&gt;Video Clips - Later Stages of Group Counseling&lt;br&gt;<strong>Group Lab # 1</strong>&lt;br&gt;Prescreening Paper is Due</td>
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<td>Sept 30</td>
<td><strong>Adlerian Group Counseling</strong>&lt;br&gt;Chapter 7 Corey&lt;br&gt;Chapt. 7 Quiz <em>(Due Tuesday @ 11:59 PM)</em></td>
<td>Facilitated Discussion 1&lt;br&gt;<strong>Group Lab # 2</strong></td>
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<td>Oct 7</td>
<td><strong>Psychodrama in Group Counseling</strong>&lt;br&gt;Chapter 8 Corey&lt;br&gt;Chapt. 8 Quiz <em>(Due Tuesday @ 11:59 PM)</em></td>
<td>Facilitated Discussion 2&lt;br&gt;<strong>Group Lab # 3</strong></td>
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<td>Oct 14</td>
<td><strong>Existential Group Counseling</strong>&lt;br&gt;Chapter 9 Corey&lt;br&gt;Chapt. 9 Quiz <em>(Due Tuesday @ 11:59 PM)</em></td>
<td>Facilitated Discussion 3&lt;br&gt;<strong>Group Lab # 4</strong></td>
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<td>Oct 21</td>
<td><strong>Person Centered Group Counseling</strong>&lt;br&gt;Chapter 10 Corey&lt;br&gt;Chapt. 10 Quiz <em>(Due Tuesday @ 11:59 PM)</em></td>
<td>Facilitated Discussion 4&lt;br&gt;<strong>Group Lab # 5</strong>&lt;br&gt;Final Paper Assignment</td>
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<td>Oct 28</td>
<td><strong>Gestalt Group Counseling</strong>&lt;br&gt;Chapter 11 Corey&lt;br&gt;Chapt. 11 Quiz <em>(Due Monday @ 11:59 PM)</em></td>
<td>Facilitated Discussion 5&lt;br&gt;<strong>Group Lab # 6</strong></td>
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<td>Nov 4</td>
<td><strong>Transactional Analysis in Group Coun.</strong>&lt;br&gt;Chapter 12 Corey&lt;br&gt;Chapt. 12 Quiz <em>(Due Tuesday @ 11:59 PM)</em></td>
<td>Facilitated Discussion 6&lt;br&gt;<strong>Group Lab # 7</strong></td>
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<td>Nov 11</td>
<td><strong>Reality Therapy in Group Counseling</strong>&lt;br&gt;Chapter 15 Corey&lt;br&gt;Chapt. 15 Quiz <em>(Due Tuesday @ 11:59 PM)</em></td>
<td>Facilitated Discussion 7&lt;br&gt;<strong>Group Lab # 8</strong></td>
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<td>Nov 18</td>
<td><strong>Solution Focused Group Counseling</strong>&lt;br&gt;Chapter 16 Corey&lt;br&gt;Chapt. 16 Quiz <em>(Due Tuesday @ 11:59 PM)</em></td>
<td>Facilitated Discussion 8&lt;br&gt;<strong>Group Lab # 9</strong></td>
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<td>Nov 25</td>
<td>Thanksgiving Break – No Class&lt;br&gt;<strong>Final Paper is Due on November 21</strong></td>
<td>Small Group Discussion&lt;br&gt;<strong>Group Lab # 10</strong></td>
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<td>Dec 2</td>
<td>Synthesis and Evaluation&lt;br&gt;Chapter 17 &amp; 18</td>
<td>Small Group Discussion&lt;br&gt;<strong>Group Lab # 10</strong></td>
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Final Paper is Due on November 21
SUPPLEMENTAL INFORMATION

Syllabus. This syllabus is a learning guide that may be modified during the semester. Students will be notified in advance, of any modification. Student suggestions regarding the syllabus and class activities are welcomed.

Writing Center. Located in BUS 202, the UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Appointments: 903-565-5995. www.uttyler.edu/writingcenter

COLLEGE and DEPARTMENT POLICIES

Clinical Mental Health Counseling Program Mission Statement. The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.
UNIVERSITY POLICIES

Student Rights and Responsibilities. To know and understand the policies that affect your rights and responsibilities as a student at UT-Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www_uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT-Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, request to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after Census Date.)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade.)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

State-Mandated Course Drop Policy. Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (see the Academic Calendar for the specific date.) Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call 903-566-7079. Student Absence due to Religious Observance. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities. If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.
**Student Standards of Academic Conduct.** Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an administered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

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**Emergency Exits and Evacuation.** Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given
permission by University Police, Fire Department, or Fire Prevention Services.

**College of Education and Psychology Vision and Mission Statements.**

**Vision.** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

**Mission.** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.