CASPER COLLEGE COURSE SYLLABUS
ADDN 2005-D1
Group Process

Semester/Year: Spring 2019
Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3
Class Time: Fri 3-9 pm, Sat. 8am-4pm
Days: Fri/Sat
Feb 1-2
March 1-2
April 5-6
Room: online (live)

Instructor’s Name: John Ordiway, MS, LPC, LAT, CBIST
Instructor's Contact Information: email is the best form of contact
Office Phone: 307-268-2281 Email: jordiway@caspercollege.edu
Office Hours: Mon, Tues, Thurs. 9-11 am

Course Description: This course provides students with an opportunity for the study of groups and group process. These topics include, but are not limited to: development of groups, group work, group dynamics, group leadership, group process, groups for children, adolescents, adults and elderly, and specialty groups and theoretical perspectives of groups.

Statement of Prerequisites: PSYC 2155/ADDN 2155 Motivational Interviewing

Goal: The goal of this class will be for students to learn about group process, key elements of a successful group and demonstrate the ability to lead a group.

Outcomes: As a result of this class, students will:

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data

Course Objectives: By the end of class, students will be able to effectively deliver psychoeducational groups and identify key component of successful groups. Students will also learn how to complete documentation on group members

Methodology: (lecture, lab, demonstration, coop, online, video, telecourse, hybrid instruction, learning community, class discussions, etc.) Your feedback is valuable as the instructor uses course evaluations in determining course methodology.
**Evaluation Criteria:** Interactive lecture, in-class discussions, outside assignments and activities, possible guest speakers, and short video segments. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

**Observation Papers - Group Session Activity** (100 points for each) (outcome 1 & 6)

1. Candidates are required to observe/attend **three** (3) group sessions in the community. i.e. – Open School Board Meeting, public meetings at the library, City Counsel, Board of Trustees AA, OA, NA, grief group at hospices, etc. One (1) group observation must be an AA or NA group. 
   If not an open group, secure permission from the group leader before attending. Check online, hospitals, etc. **Do not use a group you typically attend as a participant.**

2. Characteristics of Observed Group
   i. Name of group
   ii. Type of Group
   iii. Objective of the group
   iv. Date and start time and length (time) of group
   v. Number of members present
   vi. Structured or unstructured
   vii. Facilitated by one leader or rotated to members
   viii. Topic for this session

3. Perception of group leader (i.e. – leadership style, what they did well and no so well)

4. Perception/observations of group members

5. Your experience of the group process (what did you learn about yourself during the group?)

6. What did you learn to help you be a better group facilitator/leader?

7. **For last paper** - What were the differences and similarities of the three group sessions?

**Personal Reaction Paper to In-Class Group (100 points)**

- Candidates will submit a paper to discuss their personal reflections to participating in the group experience.
  i. Discuss your participation in the group – your role – active/silent participant and/or leader, why?
  ii. What did you learn about the group process?
  iii. What did you learn about yourself? What are your strengths and weaknesses as a facilitator?
  iv. How would you use this experience to facilitate future groups?
  v. Overall feeling towards the group process – positive and negative?
  vi. How will you use this experience as a counselor/facilitator?

- 3 – 4 pages; typed and double-spaced, grammatically correct.

**Ice Breaker Activity (100 pts for submission and 100 for facilitating)**

Candidates will submit 5 (five) ice breakers in a written paper and to Moodle.
- You should include the directions to perform each ice breaker.
- Each candidate will have to facilitate (1) ice breaker with the classes.
- Ice breaker should be approximately 5 minutes
- Provide a copies of the ice breakers to class members as a handout (posted in Moodle)
- Provide references for any ice breakers that are not original material
**MI Exercise Development and Delivery:** Each Student will develop and facilitate an exercise related to the Spirit or skills of MI. You may use the MI Training of Trainers manual as a reference. These activities will be done during our 2nd weekend of class. (100 points)

**Curriculum (Lesson Plan) Development and Delivery:** Students will develop a 50-60 minute psychoeducational group and prepare material to facilitate group session in class. This will be done our last weekend of class. (100 pts for development of lesson plan and 100 for Delivery) (outcome #3)

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

**Required Text, Readings, and Materials:**

**Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade:**
April 18, 2019

**Attendance:** Due to the condensed nature of this class attendance is mandatory during scheduled class times. A significant amount of class time will be dedicated to skill development.

**Technical Requirements** – This is a LIVE class that will happen online. You must have the following in order to participate effectively: computer, web camera, audio speakers (headphones recommended) microphone, stable internet connection, a distraction free environment.

**Automatic Withdrawal Statement:** Students who have not attended and/or participated in a class they are enrolled in during the first week of the semester will be automatically dropped from that class at the beginning of the second week. If you have questions about this matter please contact your instructor.

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Chair/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

**Academic Code Violations:** (Cheating and Plagiarism) Casper College demands academic honesty. Academic code violations focus on academic dishonesty, which includes but is not limited to, cheating, plagiarism, buying, selling, or stealing exams; substituting for another person, collusion when collaboration is not approved; knowingly furnishing false information; and copyright violations. Violations of the college's academic code can result in a range of negative consequences from failing a graded assignment to expulsion from the college. See the Student Code of Conduct for more information on this topic ([www.caspercollege.edu/student-handbook](http://www.caspercollege.edu/student-handbook))

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.
**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

**Harassment and discrimination:** Casper College seeks to provide an environment that is free of bias, discrimination and harassment. If you have been the victim of sexual harassment/gender or sex discrimination/sexual misconduct/assault, we encourage you to report this. If you report this to an employee, she or he must notify our college's Title IX Coordinator, Linda Toohey, Associate Vice President for Student Services, 125 College Drive, GW 412, Casper, WY 82601; (307) 268-2667; linda.toohey@caspercollege.edu about the basic facts of the incident. Employee concerns should be directed to the Human Resources Director. For more information about your options, please go to: caspercollege.edu/nondiscrimination

**Calendar or schedule indicating course content:** (be as complete here as possible, at least a grid showing week by week topics to be covered, assignments, due dates, readings etc. This can always be modified with a new handout later in the semester – better to send out a revised schedule than to trust verbal announcements by themselves)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Feb 1-2</td>
<td>Class introductions, Review of syllabus, How to be a good observer, Review of Motivational Interviewing Spirit and Skills</td>
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<tr>
<td></td>
<td>Types of groups, Group dynamics, Ice Breakers, Group time (change journals) – these will be given out in class.</td>
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<td>MI in Groups (chapters 9-12)</td>
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<tr>
<td>Mar 1-2</td>
<td>Cultural Considerations, Curriculum based MI work, Process group on outside group observation, Group Leadership Skills, Managing conflict in group, Additional activities TBA</td>
</tr>
<tr>
<td>Apr 5-6</td>
<td>Group work, Student Facilitation of group. Additional activities TBA</td>
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