

Syllabus for  
**PRM 681—Group Dynamics**  
3 Credit Hours  
Spring 2012

I. COURSE DESCRIPTION

An investigation of small group process through reading and surveying research literature, with an emphasis on the development of interpersonal skills. Studies a variety of intervention techniques from various theoretical approaches.

Prerequisites: None.

A variety of intervention skills and techniques are considered from the textbook, group interaction, and outside resources.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Study group dynamics/counseling and their application to group experience and group counseling.
- B. Learn key concepts and techniques and skills of group dynamics/counseling.
- C. Learn to develop a framework that leads to personal integration of the various approaches.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course the student will be able to do the following:

- A. Discuss relevant concepts and techniques of group counseling.
- B. Complete a special interest paper on the formation of a theoretical perspective for doing group practice.
- C. Participate in an actual group counseling experience as a counselor and counselee.
- D. Discuss how techniques of group counseling relate to the actual experiences of group counseling.
- E. Explain how the techniques of group work can be applied to various problematic situations experienced by group members.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Corey, Marianne, and Gerald Corey. *Groups: Process and Practice*. 8th ed.  
Pacific Grove, CA: Wadsworth Group Brooks/Cole, 2010.  
ISBN: 9780495600763

Also available in digital format.

Mulholland, Jr., Robert M. *Invitation to a Journey: A Road Map for Spiritual Formation*. Downers Grove, IL: Intervarsity Press, 1993.  
ISBN: 9780830813865

2. Other  
None

B. Optional Materials

1. Textbooks

Bales, Robert. *Personality and Interpersonal Behavior*. New York: Holt, Rinehart, and Winston, 1970. ISBN: 9780030804502

Carson, Robert. *Interaction Concepts of Personality*. Chicago: Aldine, 1969.

Egan, Gerald. *Interpersonal Living*. Belmont, CA: Wadsworth Publishing Company, Inc., 1976. ISBN: 9780818501890

Kemp, C. Gratton. *Perspectives of the Group Process*. Boston: Houghton Mifflin, 1976.

Sahakian, William. *Psychotherapy and Counseling*. Chicago: Rand McNally, 1980

Yalom, I. D. *The Theory and Practice of Group Psychology*. 5th ed. New York: Basic Books, 2005. ISBN: 9780465092840

2. Other  
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;

e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School of Theology Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and is penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the Graduate School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)

- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The Official Attendance Policy for the Graduate School of Theology and Ministry is as follows:

- a. If the class meets three times a week:
  - (1) Missing of 6 class sessions results in a grade reduction of one letter grade.
  - (2) Missing 8 class sessions results in a grade reduction of two letter grades.
  - (3) Missing 12 class sessions automatically results in a grade of F.
- b. If the class meets twice a week:
  - (1) Missing of 4 class sessions results in a grade reduction of one letter grade.
  - (2) Missing 6 class sessions results in a grade reduction of two letter grades.
  - (3) Missing 8 class sessions automatically results in a grade of F.
- c. If the class meets once a week:
  - (1) Missing of 2 class sessions results in a grade reduction of one letter grade.
  - (2) Missing 3 class sessions results in a grade reduction of two letter grades.
  - (3) Missing 4 class sessions automatically results in a grade of F.
- d. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- e. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- f. Students are expected to be prompt for classes.
- g. Students are expected to remain for the entire class session.
- h. Leaving early without permission constitutes an absence.

- 2. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to [www.studentresources.oru.edu](http://www.studentresources.oru.edu).

B. **Course Policies and Procedures**

1. **Evaluation Procedures**

- a. The following are considered on a point system before a final grade is assigned:

Group Participation	50 points
Attitude Questionnaire on Group Leadership	50 points
Special Interest Paper	100 points
Self-reflection Paper	100 points

- |  |             |                   |
|--|-------------|-------------------|
|  | Final Paper | <u>100 points</u> |
|  | Total       | 400 points        |
- b.
    - A=360-400 points
    - B=320-359 points
    - C=280-319 points
    - D=240-279 points
    - F=Below 240 points
  
  2. Whole Person Assessment Requirements
    - a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
    - b. WPA requirements for this course:  
None
  
  3. Other Policies and/or Procedures
    - a. All students must sign an **informed consent document**.
    - b. **Group participation** is defined as:
      - (1) the student's vocal involvement in each group session
      - (2) the student giving and receiving help from others in the group
      - (3) completion of weekly homework assignments
    - c. Completion of the **attitude questionnaire on group leadership** requires:
      - (1) students reading chapters 1-4 in the text
      - (2) completion of the attitude questionnaire on Group Leadership beginning on page 62 of the text
      - (3) completion of the self-assessment of Group Leadership Skills on page 63-68 of the text
    - d. Completion of the **special interest paper** requires that students read chapters 9-12 and write a 3- to 5-page paper in response to one of the group activities at the end of the chapter of choice. This paper represents an area of interest for the student.
    - e. Completion of the **self-reflection paper** requires that students complete the *Meyers-Briggs Type Inventory* and write a 5- to 7-page paper reflecting on their *MBTI* profile in light of the Mulholland text, especially chapters 5-7.
    - f. Completion of the **final paper** requires:
      - (1) students complete the attitude questionnaire on Group Leadership beginning on page 62 of the text, and the Self-assessment of Group Leadership Skills on page 63 of the text, a second time.
      - (2) Students write a 3- to 5-page paper discussing the differences on the scores received between the first and second administrations of the questionnaires listed above. If no change in scores is noted, students are expected to discuss the reasons no changes occurred.

## II. COURSE CALENDAR

Week	Topic	Assignment
1	Overview and Introduction to Group Dynamics Introduction to Mulholland	Chapter 1—Corey & Corey
2	The Group Counselor: Person and Professional	Chapter 2—Corey & Corey
3	Ethical and Legal Issues in Group Counseling	Chapter 3—Corey & Corey
4	Forming a Group <b>Group Leadership Assignment Due</b> <b>Discussion of #4—page 129</b>	Chapter 4—Corey & Corey
5	Initial stage of a Group <b>Discussion of #4—page 178</b>	Chapter 5—Corey & Corey
6		Pages 11-24—Mulholland Pages 25-32—Mulholland
7		Pages 33-44—Mulholland
8	Transition Stage of Group <b>Discussion of #2—page 221</b>	Chapter 6—Corey & Corey
9		Pages 45-56—Mulholland
10	Working Stage of a Group <b>Discussion of #2—page 264</b> <b>Special Interest Paper Due</b>	Chapter 7—Corey & Corey
11		Pages 57-74—Mulholland
12		Pages 75-101—Mulholland
13		Pages 102-140—Mulholland
14	Ending a Group <b>Self-reflection Paper Due</b>	Chapter 8—Corey & Corey Pages 141-168—Mulholland
15	<b>Final Paper Due</b>	

**Inventory for Student Learning Outcomes  
Graduate School of Theology and Ministry**

**Master of Arts in Christian Counseling  
PRM 681—Group Dynamics                      Dr. Sandra Richardson, Instructor  
Spring 2012**

This course contributes to student learning outcomes for the Master of Arts in Christian Counseling degree as indicated below:

**Significant Contribution**—Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution**—Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution**—Addresses the outcome indirectly and includes little or no assessment.

**No Contribution**—Does not address the outcome.

Degree Program Outcomes		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Foundational Context</b>				
	Master the foundational information necessary to prepare for licensure as an LPC and/or an LMFT.	X			
<b>2</b>	<b>Theology/Philosophy of Counseling</b>				
	Formulate a self-reflective theology of counseling that integrates theological, theoretical, and research perspectives.		X		
<b>3</b>	<b>Assessment Techniques</b>				
	Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.				X
<b>4</b>	<b>Clinical/Theoretical Diagnostic Appraisal</b>				
	Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.				X
<b>5</b>	<b>Treatment Plans in Response to Diagnosis</b>				
	Display the ability to develop relevant treatment plans in response to specific diagnoses.				X
<b>6</b>	<b>Research Skills and Methodologies</b>				
	Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.				X
<b>7</b>	<b>Professional Code of Ethics</b>				
	Demonstrate awareness of professional codes of ethics and the ability to apply those codes to ethical dilemmas through following an ethical decision-making model.	X			