INSTRUCTOR:  Maretta Hodges, MSW

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OFFICE HOURS:  By Appointment

COURSE LIBGUIDE:  http://pccc.libguides.com/hs204

PREREQUISITES - HS 203 – Counseling Techniques
Writing Intensive courses also carry a prerequisite of EN 101 with a grade of “C” or better; EN 102 as a pre- or co-requisite is strongly recommended.

COURSE DESCRIPTION
This course will focus primarily on acquiring the skills to facilitate a group, understanding the group process and factors involved in group cohesion and conflicts, communication styles, and role identities within the group.

WRITING INTENSIVE COURSE DESCRIPTION
A writing-intensive course incorporates discipline-specific writing extensively into the course, and the writing contributes significantly to each student's grade. The instructor uses writing assignments to promote the learning of the course content, as well as to increase the students critical thinking and information literacy skills. Instructors use both formal and informal writing assignments.

COURSE OUTCOMES
- Identify group problems or conflicts and institute strategies for problem and conflict resolution
- Facilitate a group
- Identify the ethical, cultural, and legal issues concerning the human services profession
- Apply theories specific to group core functions in the counseling process
- Apply research concepts to current practice related to the human service profession

WRITING INTENSIVE COURSE OUTCOMES
Upon completion of a writing-intensive course, students should be able to:
- Use the process of writing, including pre-writing and revision strategies;
- Support their ideas in writing with specific details and evidence;
• Structure their ideas in an organized format;
• Edit their writing according to the rules of standard academic English;
• Evaluate their sources for credibility and academic appropriateness;
• Employ techniques for integrating information, such as paraphrasing, summarizing, and quoting;
• Exhibit the ability to think critically;
• Demonstrate, through their writing, familiarity with the College’s standard, evaluative writing rubric; and
• Cite sources using an appropriate documentation style.

REQUIREMENTS

Texts
Scheel, K. (2009). *The fundamentals of counseling: a primer* (7th ed.). Santa Fe, New Mexico: Distance Learning Center, LLC.

Writing Center
As an intensive writing course, using the Writing Center is mandatory for at least one of the formal written assignments. The Center also offers a series of workshops designed to help students with general writing concerns. The Writing Center’s libguide (website) is located at http://pccc.libguides.com/writingcenter and gives information about the Center, scheduling appointments, and upcoming workshops.

Students **MUST** make an appointment to use the Writing Center. Information on setting up an account and using WC Online (the scheduling software) can also be found at http://pccc.libguides.com/writingcenter (the Writing Center LibGuide), by clicking on the “Make an Appointment” tab. Students are strongly recommended to visit the Writing Center at least once for assistance on their assignments. Going to the Writing Center unprepared will prevent the student from getting help with their writing.

eTutoring
eTutoring is a professional tutoring service, paid for by PCCC, provided free to all PCCC students. The URL is www.etutoring.org. Students upload writing assignments (for this or any class) to eTutoring and receive feedback on their assignments usually within 48 hours. Information on using eTutoring is available in the Writing Center and at http://pccc.libguides.com/etutoring.

Use of Writing Center and eTutoring in Assignments
Students are strongly recommended to submit all written work to either eTutoring or make use of the Writing Center; however, you are not required to do so. Students who submit their work to eTutoring or utilize the Writing Center will receive additional credit on their assignments. Each assignment will list the point/percentage value associated with submission. At least one assignment should be submitted to eTutoring or the Writing Center; failure to utilize these tools will be evaluated in the student’s final grade. Students should provide proof of utilization.
HS 204 Group Dynamics  
Writing Intensive Course Syllabus

**Grade Determinants:**
- 20% Group Topic and Activities Research Paper
- 20% Mid-Term Exam
- 15% What is Group Therapy, Research Paper
- 15% Presentation and Outline
- 15% Discussion Board
- 10% Attendance
- 5% Portfolio & Reflection

**Course Grading:**

- A 95-100
- A- 90-94
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 70-76
- D 60-69
- F Below 60

**ASSIGNMENTS & EXAM**
- What is Group Therapy Research Paper
- Group Topic and Activities Research Paper
- Mid-Term Exam
- Group Presentation and Outline (Final)
- Discussion Board

**Research Papers – Formal Writing**
Each student will be required to complete two (2) formal writing assignments over the course of the semester. Both assignments will address areas of course study as well as critical thinking and research. Students will be required to submit drafts of each research paper as outlined in the formal writing assignment instructions which will be posted on the HS-204 Group Dynamics Libguide. Any papers, including drafts that are turned in past the assigned due date, **will receive a grade reduced by 5 points per day**. All final assignments will be required to be uploaded and submitted through BlackBoard. All final assignments will be checked for plagiarism. All formal writing assignments MUST follow APA format using the approved APA template, which can be found on the Human Services Information Libguide. **DO NOT ALTER THE TEMPLATE.**

**Mid-Term Exam**
The mid-term exam will be taken on Blackboard during Week 6. Instructions for completing the exam will be discussed in class. Exam material will be based on the course readings and lectures.
Group Presentation and Outline (Final)
Each student will complete a Presentation, which will allow for the opportunity to facilitate a group, specific to the Group Topic and Activities Paper. The presentation will be an activity carried out in a role play involving the entire class, using one of the approved activities from the Activities Paper. A formal Outline will be required and is due on the assigned day to present. The Outline should be formatted using the approved APA style template found on the Human Services Program Information Libguide. Be sure to include any references used for the group activity. A formal assignment will be posted on the HS-204 Group Dynamics Libguide.

Discussion Board
Students will be required to respond to a weekly discussion board question. Each discussion board question will be available for one week; the question will open at midnight on the day of the class and will close at 11:59 pm the day before the next week’s class. For example, if the class meets on Wednesdays, the discussion questions will open at midnight Wednesday and close at 11:59 pm on Tuesday. If the student does not respond to the question in the time frame allotted, the points allocated to the question will not be received. Response to the discussion board is worth 15% of the final grade. DO NOT ASK FOR THE QUESTION TO BE RE-OPENED IF IT IS MISSED.

Portfolio & Reflections
- All final formal writing assignments must be included in the Blackboard Portfolio, which should be shared with both the instructor and the Portfolio Reviewer. Information on setting up a portfolio in Blackboard can be found in the online-supplemental course environment as well as the Portfolios Libguide: http://pccc.libguides.com/portfolios. If assistance is needed to create a portfolio, contact the PCCC Help Desk at 973-684-6464 for assistance.

- Reflection is an important part of this course. Students will be required to reflect on their writing as well as other aspects of the course. Reflections must be included in the portfolio and will be associated with the particular assignment to which it pertains. Students will be given guidelines for writing reflections, but help is available from the Writing Center or by clicking on the “Reflections” tab under the page “Portfolios” on the Writing Center LibGuide.

COURSE SCHEDULE

Week 1: Welcome to Group Dynamics
- Overview of course
- Student Introductions
- Read: Section 2, Chapter 2, OVERVIEW: Group Counseling

Week 2: Understanding Group Dynamics
- Lecture – Group therapy/counseling
- Group Activity
- Review: Section 2, Chapter 2, OVERVIEW: Group Counseling
HS 204 Group Dynamics  
Writing Intensive Course Syllabus

Week 3: Types and Stages of Group  
- Lecture – Types and stages of groups  
- Group Activity  
- Review: Section 2, Chapter 2, OVERVIEW: Group Counseling  
- Read: Section 2, Chapter 4, Education, Referral, Reports, and Recordkeeping

Week 4: Referral and Leadership in Group Dynamics  
- Lecture - Client Referral & Leadership Styles  
- *What is Group Therapy Research Paper* Draft # 1 DUE  
- Group Activity - Peer Review  
- Review: Section 2, Chapter 4, Education, Referral, Reports, and Recordkeeping

Week 5: Evidence-Based Practice  
- Lecture – Evidence-Based Practice  
- *What is Group Therapy Research Paper* Draft # 2 DUE  
- Group Activity  
- Review: Section 2, Chapter 4, Education, Referral, Reports, and Recordkeeping

Week 6: Who? What? How?  
- Lecture – Population, Presenting Problem, Topic  
- Group Activity  
- Mid-Term Exam

Week 7: Group Activities  
- Lecture – Planning group activities  
- *What is Group Therapy Research Paper* Final Paper DUE  
- Group Activity

Week 8: Group Activities  
- Lecture – Planning group activities  
- *Group Topic and Activities Research Paper* – Outline DUE  
- Group Activity – Peer Review  
- Review: Section 2, Chapter 4, Education, Referral, Reports, and Recordkeeping

Week 9: Reports and Recordkeeping  
- Lecture - Documentation  
- Group activity  
- Read: Section 2, Chapter 2, Counseling the Family and Significant Others  
- *Group Topic and Activities Research Paper* – Draft # 1 DUE

Week 10: Family Counseling  
- Lecture - Family Counseling  
- Group Activity  
- *Group Topic and Activities Research Paper* – Draft # 2 DUE (individual meeting)  
- Review: Section 2, Chapter 2, Counseling the Family and Significant Others
Week 11: Student Presentations

Week 12: Student Presentations
• Group Topic and Activities Research Paper – Final Paper DUE

Week 13: Student Presentations

Week 14: Student Presentations

Week 15: Termination Group

Notification for Students with Disabilities:

If you have a disability and believe you need accommodations in this class, please contact Disability Services staff at 973-684-6395 or email ods@pccc.edu to make an appointment. You should do so as soon as possible at the start of each semester. If you require testing accommodations, you must remind the Instructor one week in advance of each test.

More info at pccc.edu/ods.

“Only those who risk going too far can possibly find out how far one can go.”
T.S. Eliot