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| **PROFESSOR:** | **PHONE NUMBER:** |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**HUS 2200 DYNAMICS OF GROUPS AND GROUP COUNSELING (3 CREDITS)**

This course provides students with techniques and rationale for groups and group counseling within the realm of: 1) the community and its human service networks; 2) group processes; and 3) group dynamics, including cohesion, conflict problem-solving, and communication systems.

1. **PREREQUISITES FOR THIS COURSE:**

HUS 2302 with a grade of C or higher

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
2. Introduction to Group Work
3. The Group Counselor
4. Ethical and Legal Issues in Group Counseling
5. Theories and Techniques of Group Counseling
6. Forming a Group
7. Initial Stage of a Group
8. Transition Stage of a Group
9. Working Stage of a Group
10. Final Stage of a Group
11. Groups in School Settings
12. Groups in Community Settings
13. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**   **General Education Competencies and Course Outcomes**

Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Communicate**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Demonstrate knowledge of how small groups are used in human services, theories of group dynamics and skills in group facilitation.

**B.** **Other Course Objectives/Standards**

1. Demonstrate knowledge of how small groups are used in human services, theories of group dynamics and skills in group facilitation. (CSHSE 12.b. TKSH)
2. Show knowledge of the context and role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs in the group setting. (CSHSE 12.f. KSM)
3. Display knowledge of the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning in the group setting. (CSHSE 13.c. TKSM)
4. Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups in the group setting. (Standard 15.a. TKSH)
5. Show skills to develop goals, and design and implement a plan of action in the group setting. (CSHSE 15.b. TKSH)
6. Display skills to evaluate the outcomes of a plan and the impact on the client or client group. (CSHSE 15.c. TKSH)
7. Demonstrate skills to facilitate appropriate direct services and interventions related to specific client or client group goals in the group setting. (CSHSE 16.b. TKSM)
8. Show knowledge and skill development in group facilitation and counseling in the group setting. (CSHSE 16.c.4. TKSH)
9. Display ability to establish rapport with clients in the group setting. (CSHSE 17.c. TKSH)
10. Demonstrate conscious use of self in the group setting. (CSHSE 19.a. TKSM)
11. Expose students to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) in the group setting. (CSHSE 20.c. IKL)
12. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

Please remember to include **Engaged Learning Time**. For a 15-week course, students should spend no less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week. This formula should be adjusted for courses of different lengths or credits.

**Examples:**

**Mini-Term Example:**

During this 7-week 3-credit course, students will be required to engage in a weekly commitment of:

6.5 hours of engaged learning time (online lectures, discussions, speakers, etc.)

12.75 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Summer Term Example:**

During this 11-week, 3-credit course, students will be required to engage in a weekly commitment of:

4 hours of engaged learning time (online lectures, discussions, speakers, etc.)

8 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Full Term Examples:**

During this 15-week, 2-credit course, students will be required to engage in a weekly commitment of:

2 hours of engaged learning time (online lectures, discussions, speakers, etc.)

4 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

During this 15-week, 3-credit course, students will be required to engage in a weekly commitment of:

3 hours of engaged learning time (online lectures, discussions, speakers, etc.)

6 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)

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| **HUS 2200: DYNAMICS OF GROUPS AND GROUP COUNSELING**  **TEXTBOOK: GROUPS: PROCESS AND PRACTICE, 10TH EDITION**  **FLORIDA CERTIFICATION BOARD TRAINING EQUIVALENCY CHART** | | | | | | | | | |
|  | **Understanding Addiction/**  **Treatment Knowledge** | **Application to Practice/ Professional Readiness** | **Counseling** | **Clinical Evaluation** | **Treatment Planning** | **Case Management and Referral** | **Client, Family and Community Education** | **Documentation** | **Ethical and Professional Responsibilities** |
| Chapter 1 Introduction to Group Work: A Multicultural Perspective - 3 hours |  | 3 |  |  |  |  |  |  |  |
| Chapter 2 The Group Counselor – 3 hours |  | 3 |  |  |  |  |  |  |  |
| Chapter 3 Ethical and Legal Issues in Group Counseling – 3 hours |  | 3 |  |  |  |  |  |  |  |
| Chapter 4 Theories and Techniques of Group Counseling – 3 hours |  | 3 |  |  |  |  |  |  |  |
| Chapter 5 Forming a Group – 6 hours |  | 6 |  |  |  |  |  |  |  |
| Chapter 6 Initial Stage of a Group – 6 hours |  | 6 |  |  |  |  |  |  |  |
| Chapter 7 Transition Stage of a Group – 6 hours |  | 6 |  |  |  |  |  |  |  |
| Chapter 8 Working Stage of a Group – 6 hours |  | 6 |  |  |  |  |  |  |  |
| Chapter 9 Final Stage of a Group – 6 hours |  | 6 |  |  |  |  |  |  |  |
| Chapter 10 Groups in School Settings – 1.5 hours |  | 1.5 |  |  |  |  |  |  |  |
| Chapter 11 Groups in Community Settings – 1.5 hours |  | 1.5 |  |  |  |  |  |  |  |
| **TOTAL – 45 HOURS** | **-** | **45** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |