CDC 251 Varieties of Group  
Fall 1, 2011  
TUES. 5:30 – 10:40 pm JC 100

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Office Hours: Mon. 5:00 – 6:00 pm; Tues. 3:00 – 5:00 pm; Wed. 1:00 – 2:00 pm; Thurs. 2:30 – 3:30 pm  
Student Center 212  
ccotten@worwic.edu

Text:  

**Course Description:**

The focus of this course is on the counseling of a wide variety of clients in different types of groups. The groups of study are task-oriented, court-ordered, topical, leaderless, open-ended and educational. Topics include the principles of group counseling, client-group relationships, resolving difficulties, terminating the group and the relationship between the group and individual counseling. Prerequisites: PSY 152, PSY 202 and CDC 151 with grades of “C” or better or permission of the department head. This course is usually offered in the fall.

This course is a combination of didactic information about groups (theory, techniques and applications) along with a clinical training portion that will prepare future group leaders. As part of your training you will be asked to role play, practice techniques, lead, observe and actively participate in a “Fishbowl” task group comprised of your class members and observed by both the instructor and fellow class members. Additionally, you will have the opportunity to observe the authors of your text in a group setting via DVD format.

Course Objectives

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
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<tbody>
<tr>
<td>1. Distinguish between the different goals of groups and their purpose. GEO 1 GEO 2 GEO 3</td>
<td>Develop and demonstrate knowledge of group dynamics including group process components, developmental stage theories, and group member’s roles and behaviors.</td>
<td>Final Exam Discussions Quizzes</td>
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<td>2. Identify and describe the appropriateness of group types and issues related to diverse populations. GEO 1 GEO 2 GEO 3 GEO 5</td>
<td>Develop and demonstrate an understanding of group theory (commonalities &amp; distinguishing characteristics), group development, group process and outcome and relevant research.</td>
<td>Final Exam Discussions Quizzes</td>
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<td>Develop a basic understanding and personal awareness of how racial, ethnic gender, sexual orientation, functional ability, socio-economic class, and other</td>
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3. **Identify the ethical standards and issues unique to running groups.**
   - GEO 1
   - GEO 2
   - GEO 3
   - GEO 4
   - GEO 5

   | Demonstrate understanding of and ability to apply ethical principles and standards to group topics. | Final Exam Discussions Quizzes |

4. **Recognize and define the stages of group and the role of the group leader.**
   - GEO 1
   - GEO 2
   - GEO 3
   - GEO 5

   | Develop and demonstrate knowledge of group dynamics including group process components, developmental stage theories, and group member’s roles and behaviors. | Final Exam Discussions Quizzes |
   | Understand and demonstrate group leadership styles and approaches including characteristics of various types of group leaders and leadership styles. | |

5. **Distinguish between the major theoretical approaches to group work.**
   - A. Summarize two premises of the behavioral model in relation to group work and addictions. | Final Short Answer |
   - B. Summarize two premises of the rational-emotive model in relation to group work and addictions. | Final Short Answer |
   - C. Summarize two premises of the reality therapy model in relation to group work and addictions. | Final Short Answer |
   - D. Summarize two premises of the client-centered model in relation to group work and addictions. | Final Short Answer |
   - E. Select a theoretical approach and summarize the main premises of the theory, role of the group leader, and application to the chemical dependency field. | Research paper |

**Preparation and Participation**

The information provided for each chapter is given as a guide to assist in preparation for each class and to serve as a study tool. As with college level classes, it is important to keep in mind that you are responsible for your own learning. You are expected to be an active learner, which includes verbally participating in the class discussions and group discussions.
Attendance Policy:

Attendance at **full duration** of class is expected at each class meeting. Additionally, I expect mature, active, respectful, and courteous class participation. Students are not permitted to be late for class, leave class early, or come and go as they please. Students who arrive to class late may be subject to partial class participation points for that night. Come to class prepared to stay and actively participate for the entire class. Since this is a 5 hour class, leaving at breaks or continual lateness **will constitute half credit for that day’s attendance points**. A consistent pattern of lateness, “cutting class,” leaving class early, or rude behavior will be reflected in the student’s attendance and participation grade. **Cell phones are not permitted to be used in class.** If a student continues to present a distraction due to his/her cell phone use, the instructor will give the student the choice to leave the classroom or relinquish the cell phone to the instructor’s possession until the end of class.

A significant portion of this class will focus on in-class discussion, group work, and didactic materials presented. Each member of the class will be expected to participate during didactic presentations.

Classroom attendance/participation points cannot be made up. **Missing a quiz or any scheduled activity will be considered an absence.** GEO 8

**Theory Paper (Electronic Research Assignment):**

A five page, double-spaced paper will be required for this course. You will select a theoretical approach and summarize the theory itself, its application to group work as it pertains to addictions counseling, and why you would or would not use this particular theory in working with chemically dependent individuals. A minimum of two research articles from scientific journals must be cited, and the paper will be written in APA format. You are to use Wor Wic’s electronic databases to obtain your articles.

**Note:** **Writing guides on APA format are available from the Media Center at Wor-Wic Community College or the Wor-Wic Community College website link.**

**Fishbowl Reaction Paper/Client Profile:**

You will submit a two page paper (double-spaced, one inch margins, all sides) on your experience as a co-leader in the Fishbowl Group to which you were assigned. Your Fishbowl paper will be due the week following the completion of your fishbowl. Additionally, as a “client” in a group, you will be required to complete a client profile. This will be turned in to the instructor at the completion of the group and will count toward your attendance/participation grade for that class. You will be required to role-play a client in at least TWO groups, possibly three, however, you will be required to submit only ONE client profile.

**Quizzes:**

There will be a total of seven quizzes, one on each chapter (chapter 8 will be incorporated into the final exam), each worth 50 points.
**Make-up quizzes and late work:**

Make-up quizzes will not be permitted UNLESS prior arrangements have been made with the instructor and a valid reason has been given. Late work will be accepted within **one week** after the assignment is due, but a **10 point deduction** will be taken from the grade.

**Final exam:**

There will be a cumulative final exam in this class. Please check the schedule for material covered. Please check the course outline page at the bottom for the three allowed situations for missing the final exam.

**Grading Criteria:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes (7 total- 50 points each)</td>
<td>350</td>
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<tr>
<td>Attendance/Discussion (20 pts/class)</td>
<td>160</td>
</tr>
<tr>
<td>Fishbowl Reaction Paper</td>
<td>100</td>
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<tr>
<td>Theory Paper</td>
<td>100</td>
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<tr>
<td>Observer Reactions (5 total- 10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>TOTAL POINTS FOR CLASS</strong></td>
<td>860</td>
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</tbody>
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\[A = 100\%-90\% \quad 860 – 770 \, \text{pts}\]
\[B = 89\% - 80\% \quad 769 – 684 \, \text{pts}\]
\[C = 79\% - 70\% \quad 683 – 598 \, \text{pts}\]
\[D = 69\% - 60\% \quad 597 – 512 \, \text{pts}\]
\[F = 59\% \text{ and below} \quad < 512 \, \text{pts}\]

**Academic Honesty**

Academic honesty is expected of all students. Plagiarism and cheating are violations of academic honesty. Any student found violating the academic policy will receive an automatic “0” for the assignment and then the matter will be turned over to the Student Disciplinary Committee.

**Plagiarism:** In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:

1. Any words quoted directly from a source must be identified as a quote and cited.
2. Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
3. Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be cited.
4. **All papers and presentations must be of the student’s own work.**

There are ambiguities in concepts of plagiarism. Each instructor will be available for consultations regarding any confusion a student may have.

**Cheating** is an act of obtaining information improperly or by dishonest or deceitful means. Examples of cheating are copying from another student’s test paper, obtaining information illegally on tests, or using crib notes or other deceitful practices.
# CDC 251 VARIETIES OF GROUPS
## TENTATIVE COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activities</th>
<th>Assignments/Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23</td>
<td>Syllabus/ Course overview, Chapter 1, Small Group Exercises</td>
<td>Self-Assessment Inventory</td>
</tr>
<tr>
<td>8/30</td>
<td>Chapter 2, Small Group Exercises, Fishbowl Groups One, Two, and Three</td>
<td>Quiz 1- Chapter 1</td>
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<tr>
<td>9/6</td>
<td>Chapter 3, Small Group Exercises, Fishbowl Groups Four, Five, and Six</td>
<td>Quiz 2- Chapter 2 Fishbowl Reaction Paper, Observer Reaction Sheet</td>
</tr>
<tr>
<td>9/13</td>
<td>Chapter 4, Small Group Exercises, Fishbowl Groups Seven, Eight, and Nine</td>
<td>Quiz 3- Chapter 3 Fishbowl Reaction Paper, Observer Reaction Sheet</td>
</tr>
<tr>
<td>9/20</td>
<td>Chapter 5, Small Group Exercises, Fishbowl Groups Ten, Eleven, and Twelve</td>
<td>Quiz 4- Chapter 4 Fishbowl Reaction Paper, Observer Reaction Sheet</td>
</tr>
<tr>
<td>9/27</td>
<td>Chapter 6, Small Group Exercises, Fishbowl Groups Thirteen, Fourteen, Fifteen</td>
<td>Quiz 5- Chapter 5 Fishbowl Reaction Paper, Observer Reaction Sheet</td>
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<tr>
<td>10/4</td>
<td>Chapter 7, Small Group Exercises, Fishbowl Groups Sixteen, Seventeen, Eighteen</td>
<td>Quiz 6- Chapter 6 Fishbowl Reaction Paper, Observer Reaction Sheet, THEORY PAPER DUE!</td>
</tr>
<tr>
<td>10/11</td>
<td>Chapter 8, Final Review, Small Group Exercises, Fishbowl Groups Nineteen, Twenty, Twenty-one</td>
<td>Quiz 7- Chapter 7 Fishbowl Reaction Paper, Observer Reaction Sheet</td>
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<tr>
<td>10/14 FRIDAY</td>
<td>FINAL EXAM 7:30- 9:30</td>
<td>Fishbowl Reaction Paper Due for Last Groups</td>
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**NOTE:** The final exam MUST be taken on the above date with THREE EXCEPTIONS ONLY: (DOCUMENTATION MUST BE PROVIDED)
1. Court Appearance
2. Military Obligations
3. Childbirth/Medical Emergency
Emergency Information:
In the event of a flu epidemic or other emergency that results in the suspension of classes, faculty will be communicating with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via faculty websites or Blackboard. Students will be responsible for completing all these assignments in accordance with class policies. Information about the resumption of classes will be communicated via the College’s website and email system.