

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

HSCO 511 GROUP DYNAMICS

COURSE DESCRIPTION

This course involves the study of human beings in relationship to other persons, singularly and in groups. The course explores—in theory and through in-class exercises—the real-life application of various aspects of group dynamics including (but not limited to) leadership, motivation, perception, power, and decision-making.

RATIONALE

Conducting counseling in group settings is a popular practice in the human services professions. Additionally, most vocations require involvement in groups or teams. Thus, understanding group development, dynamics, therapeutic principles, and leadership is essential for group members as well as leaders. This course equips students through interactive and experiential learning to effectively use different interventions and techniques to meet various group goals; attend to both content and process; and to understand group leader roles, behaviors, and responsibilities.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Demonstrate familiarity with different types of groups, including their formation, structure, function, power distribution, and member motivation.

- B. Examine how group dynamics, processes, and therapeutic aspects are cultivated and experienced within various group contexts.
- C. Critically evaluate the effectiveness of various leadership styles, activities, and techniques in different types of groups.
- D. Apply best practices, ethical guidelines, and biblical principles to group leadership.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and video presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (5)

Discussion boards are collaborative learning experiences. The student will participate in 5 Discussion Board Forums. For each forum, the student is required to create a 300–350-word thread addressing a specific topic. In addition, he/she must respond to at least 2 classmates' threads with 200–250-word replies. For Discussion Board Forums 3–5, the student will be required to write 3 replies of 200–250 words each that will be divided between 2 modules/weeks. Threads and replies must demonstrate course-related knowledge and be supported by the course literature and materials. (MLO: A, B, C, D)

- D. Support Group Experience

The student will participate in 4 open support groups or self-help groups in his/her community. After attending these meetings, the student will then write a paper describing his/her observations and experiences. This assignment consists of 3 parts:

- a. Support Group Selection Form

The student will submit the Support Group Selection Form available on Blackboard to indicate that he/she has chosen an open support group or self-help group in his/her community and committed to attend 4 of the group's meetings. (MLO: A)

- b. Support Group Attendance Form

The student will bring the Support Group Attendance Form, available on Blackboard, to each of the 4 support/self-help group meetings attended. The group leader/facilitator/chairperson must sign and date the form, thus verifying the student's attendance. The student will scan and submit the completed form. (MLO: A, B)

c. Support Group Paper

After attending the support/self-help group meetings, the student will describe and evaluate his/her experiences and observations of the group's dynamics, leadership, meeting content, and processes in a 7–8-page paper. The paper will include personal reflections and applications. Relevant ideas from all required course texts and 2 additional scholarly research articles must be integrated as part of the analysis. The paper must be well-written and organized, written in current APA format, and submitted as a Word document. (MLO: B, C)

E. Reflection Paper

The student will watch the *Groups in Action* DVD by Corey et al. guided by the workbook and articulate his/her observations, reflections, and personal applications in a 3–4-page paper. The paper must be submitted as a Word document, written in current APA format, and must be well written and organized. (MLO: B, C)

F. Group Leading Project

The student will develop a proposal for a 1–2-hour group meeting in his/her community, and will then lead the meeting. After the meeting, the student will report on his/her experience. This assignment will consist of 2 parts:

a. Group Leading Proposal

The student will develop a proposal for leading a group meeting in his/her community. The proposal must be submitted as a Word document in current APA format, describe the group context and the setting of the meeting, and outline a plan for the session. (MLO: A, B, D)

b. Group Leading Report

The student will report on his/her experience leading a group meeting by producing a 5–7-minute video describing and evaluating the meeting and his/her performance leading it. (MLO: A, B, C, D)

G. Exams (3)

This course includes 3 exams, each consisting of 40 multiple-choice questions based on the Forsyth and Jacobs et al. texts. These exams are open-book/open-notes, and will have a time limit of 2 hours and 30 minutes. (MLO: A, B)

VI. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist	10
Discussion Board Forums (5 at 50 pts ea)	250
Support Group Experience	
Support Group Selection Form	20
Support Group Attendance Form	40
Support Group Paper	200
Reflection Paper	100
Group Leading Project	
Group Leading Proposal	50
Group Leading Report	100
Exams (3 at 80 pts ea)	240
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Communication

Students are expected to communicate in a professional manner at all times with classmates, faculty, or LU employees. Because writing is a limited form of communication, it is more easily misinterpreted than face-to-face. Therefore, written communication should be courteous and well thought out to avoid offense. If any offense is perceived, the offender should be alerted first and privately. Reconciliation is the goal, but if it does not happen, the offended may then involve the instructor. Personal messages are not appropriate for posting in Blackboard. The student's Liberty email account will be used for all email communication. Announcements from the instructor or University may be posted in Blackboard.

D. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in his/her community.

E. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

HSCO 511

Textbooks: Corey et al., *Groups in Action: Evolution and Challenges* (2014).
Forsyth, *Group Dynamics* (2014).
Jacobs et al., *Group Counseling: Strategies and Skills* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Forsyth: chs. 1, 4 Jacobs et al.: chs. 1–3 3 presentations	Course Requirements Checklist Class Introductions DB Forum 1 Support Group Selection Form	10 0 50 20
2	Forsyth: chs. 5–6 Jacobs et al.: chs. 4–5 3 presentations	DB Forum 2 Exam 1	50 80
3	Corey et al.: DVD and workbook Forsyth: chs. 8–9 Jacobs et al.: ch. 6 1 presentation	DB Forum 3: Thread Reflection Paper	* 100
4	Forsyth: ch. 10 Jacobs et al.: chs. 7–8 2 presentations	DB Forum 3: Replies Group Leading Proposal	50 50
5	Forsyth: chs. 11–12 Jacobs et al.: ch. 9 1 presentation	DB Forum 4: Thread Exam 2	* 80
6	Jacobs et al.: chs. 10–12 1 presentation	DB Forum 4: Replies Group Leading Report	50 100
7	Forsyth: ch. 13 Jacobs et al.: chs. 14, 16 2 presentations	DB Forum 5: Thread Support Group Attendance Form Support Group Paper	* 40 200
8	Forsyth: chs. 15–16 Jacobs et al.: ch. 15 1 presentation	DB Forum 5: Replies Exam 3	50 80
TOTAL			1010

DB = Discussion Board

*This Discussion Board Forum will be completed during multiple modules/weeks.

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.