

---

Calumet College

---



---

of Saint Joseph

---

**You Belong!**  
ccsj.edu

*Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.*

**Fall 2017**

**COURSE SYLLABUS**  
**HSV 420 GROUP DYNAMICS**

**Instructor Information:**

<b>Instructor Name</b>	Elizabeth Guzman-Arredondo
<b>Office Number:</b>	517
<b>Phone Number:</b>	219-473-4260 Office 219-928-3325 Cell Feel free to call me with questions, comments or concerns, it is ok to leave a message, you can also text between the hours of 10am and 9pm Monday through Saturday. Be sure to include a greeting, identify yourself, the course you are in and then state your question, comment or concern.
<b>Email:</b>	<a href="mailto:eguzman@ccsj.edu">eguzman@ccsj.edu</a>
<b>Hours Available:</b>	M-TH 1:00PM to 5:00PM; morning hours by appointment. Feel free to drop by my office the door is always open!

**Instructor Background:**

1991 Master of Social Work Loyola University-Chicago, School of Social Work

1986 Bachelor of Arts Sociology Calumet College of St. Joseph

Licensed Social Worker State of Indiana

CASA- Court Appointed Special Advocate

Member of the CCSJ Faculty Senate Committees; Academic Senate Executive Committee, Curriculum and Assessment Committee, Faculty Handbook Committee and Senior Staff Committee.

My work over the last 31 years includes medical social work, adult and adolescent behavioral health, community health, child welfare, school social work, group home and program development and design along with grant writing.

I began teaching as an adjunct faculty member here at CCSJ in 1991 and in July 2015 accepted the position of Assistant Professor and Director of the Human Services Program.

I am eager to be a resource to you as you gain your footing toward our profession. Please feel free to stop and chat, come up to my office to share your plans, ask questions, share your thoughts or ideas, my door is always open. My goal is to grow that spark into the flame that is within you to help those in need. The world needs YOU!

--

<b>Course Information:</b>	
<b>Course Time:</b>	Wednesday 5:30-7:30
<b>Classroom:</b>	264
<b>Prerequisites:</b>	HSV 100 and HSV 220
<b>Required Books and Materials:</b>	<i>Groups: Process and Practice 10<sup>th</sup> Edition, Corey</i> <i>ISBN: 9781337550291</i>
<b>Learning Outcomes/ Competencies:</b>	
Students in this course will:	
<ul style="list-style-type: none"> <li>• Develop a working knowledge of the various types of groups, the stages of the evolution of a group and the range of skills group leaders need to be able to facilitate group work.</li> <li>• Gain and use knowledge of the types and stages of groups to identify what is happening in a group and recognize and use the skills needed to facilitate group process.</li> <li>• Demonstrate an accurate understanding of the foundations of group work.</li> <li>• Demonstrate the ability to increase self-awareness with regard to the challenges of facilitating a group.</li> <li>• Demonstrate the ability to function appropriately both as group members and group leaders at each stage of a groups life-cycle.</li> </ul>	
The following General Education Skills will be reinforced:	
<ul style="list-style-type: none"> <li>• Students will watch group demonstration videos, assess and analyze the group dynamic.</li> <li>• Students will formulate their ideas in writing using valid logic, correct grammar and punctuation in the development of a group proposal.</li> <li>• Students will be able to deliver an oral presentation of their carefully crafted group proposal using a clear central idea that is logical, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.</li> <li>• Students will be able to apply ethical standards in the development and facilitation of a group.</li> </ul>	
This course will assist with exploring the following program objectives:	
<ol style="list-style-type: none"> <li>1. <i>Origins and Theoretical Orientations of the Helping Professions:</i> All students will be able to explain the origins of the human service profession, the value base of the profession and discuss issues that will affect its growth.</li> <li>2. <i>Theories, Techniques of Human Service Social, and Clinical Interventions:</i> All students will be able to identify and critically evaluate the major theories and techniques of social and clinical intervention and their relevance to the helping profession.</li> <li>3. <i>Basic Communication and Technology Literacy:</i> All students will demonstrate competencies in literacy and technical writing, methods of research and measurement, and computer literacy.</li> </ol>	

4. *Knowledge of and Respect for Cultural Diversity:* All students will demonstrate cultural sensitivity and multi-cultural awareness.
5. *The Twelve Core Functions of a Counselor/The Eight Counseling Skill Groups:* Counseling students will demonstrate proficiency in the Twelve Core Functions of a Counselor and the Eight Counseling Skills Groups.
6. *Treatment Planning:* All students will demonstrate proficiency in the strategies for planning and implementing social and clinical interventions.
7. *Personal Growth and Commitment to Good Mental Health:* All students will demonstrate a high level of personal self-awareness, an enhanced understanding of the mechanisms of social communication, increased awareness of inevitable sources of interpersonal conflict, and become more goal-oriented and strategic in their interactive behavior.
8. *Working with Special Populations:* Through completion of the various concentrations and specialties offered in the program students will demonstrate effective intervention skills with special populations: the bereaved, the chemically dependent, children, etc.
9. *Critical Thinking and Analytical Skills:* All students will demonstrate the full range of competencies in critical thinking and higher order analysis necessary for the Human Services profession.
10. *Professional Identity and Commitment to Life-Long Learning:* Students will be able to articulate their identity as human service professionals and formulate a plan for on-going professional development.
11. *Ethical Competence:* Students will be familiar with the Codes of Ethics of the major professional organizations that regulate the helping professions and demonstrate consistent growth in their ability to comply with these standards.

**Course Description:**

This course will introduce students to: 1) the various theories of group counseling; 2) the stages of group development; 3) group dynamics; and 4) the various types of groups and the leadership roles they require. Delivered as a hybrid course.

**Learning Strategies:**

Lecture, discussion, video, and group projects.

**Experiential Learning Opportunities:**

**Students will explore a cause that leads to assessment and development of group proposal as a means to address a symptom of the cause.**

<b>Assessments:</b>		
<b>Major Assignments:</b>	In-class simulations Bb assignments Tests Final Group Proposal Written & Oral Presentation.	20% 20% 20% 40%
<b>Class Participation:</b>	Participation is expected and part of your development as a professional. Find ways to participate in the classroom that works best for you, sharing your knowledge of first hand experiences, wondering aloud, asking questions, and or sharing a concern. Understand that your	

	participation lends to you professor's ability to get to know you. Your participation may make it easy for your professor to provide a reference letter on your behalf.	
--	---	--

**Grading Scale:**

100 – 92: A      91 – 90: A-  
89 – 88: B+      87 – 82: B      81 – 80: B-  
79 – 78: C+      77 – 72: C      71 – 70: C-  
69 – 68: D+      67 – 62: D      61 – 60: D-  
59 and below      F

**Course Schedule:**

<b>Class Date</b>	<b>Assignments</b>	<b>Class Discussion/Activities</b>
9-6-17	<b>Introduction to Group Work Course overview Syllabus Review and Student Expectations</b>	
9-13-17	<b>Read Ch. 1 Introduction to Group Work: A multicultural Perspective</b>	<b>Review and Discussion of Ch. 1</b>
9-20-17	<b>Read Ch. 2 The Group Counselor</b>	<b>Review and Discussion of Ch. 2</b>
9-27-17	<b>Read Ch. 3 Ethical and Legal Issues in Group Counseling</b>	<b>Review and Discussion of Ch. 3</b>
10-4-17	<b>Read Ch. 4 Theories and Techniques of Group Counseling</b>	<b>Review and Discussion of Ch. 4</b>
10-11-17	<b>Part I Ch.1-4 Test Due via Bb Read Ch. 5 Forming a Group</b>	<b>Review and Discussion of Ch. 5</b>
10-18-17	<b>Read Ch. 6 Initial Stage of a Group</b>	<b>Review and Discussion of Ch. 6 Group Topic Proposal DUE today.</b>
10-25-18	<b>Read Ch. 7 Transition Stage of a Group</b>	<b>Review and Discussion of Ch. 7</b>
11-1-17	<b>Read Ch. 8 Working Stage of a Group</b>	<b>Review and Discussion of Ch. 8</b>
11-8-17	<b>Read Ch. 9 Final Stage of a Group</b>	<b>Review and Discussion of Ch. 9</b>
11-15-17	<b>Part II Ch. 5-9 Test Due Via Bb. Read Ch. 10 Groups in School Settings</b>	<b>Review and Discussion of Ch. 10</b>
11-22-17	<b>Read Ch. 11 Groups in Community Settings.</b>	<b>Review and Discussion of Ch. 11</b>
11-29-17		<b>Oral Group Presentation</b>
12-6-17		<b>Oral Group Presentation</b>
12-13-17		<b>FINAL Written Group Proposal is Due via Bb.</b>

**I reserve the right to change this schedule to meet the needs of the class.**

<b>Responsibilities</b>	
<b>Attending Class</b>	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent does not excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.
<b>Turning In Your Work</b>	You cannot succeed in this class if you do not turn in all your work on the day it is due. Late work is NOT accepted in this course.
<b>CCSJ Student Honor Code</b>	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> <li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul>
<b>Using Electronic Devices</b>	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
<b>Participating in Class</b>	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.
<b>Doing Your Own Work</b>	If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.  Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.  <b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.

<b>Tracking Your Progress</b>	Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you're doing and follow up with your instructor. Please feel free to visit me in my office 517 with any questions you might have about your progress in the course.
<b>Sharing Your Class Experience</b>	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
<b>Withdrawing from Class</b>	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

<b>Resources</b>	
<b>Student Success Center:</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
<b>Disability Services:</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
<b>Student Assistance Program</b>	Through a partnership with Methodist Hospital, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at their Employee Assistance Program (EAP) office in Merrillville or Gary. For more information, contact the SAP Counselor, at 219-736-4067.
<b>CCSJ Alerts:</b>	Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a> .

## Emergency Procedures

### MEDICAL EMERGENCY

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### FIRE

#### EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

### BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

### IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells.  
Inform professors, and/or classmates of best methods of assistance during an emergency.

#### HAZARDOUS MATERIAL SPILL/RELEASE

##### EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

#### TORNADO

##### EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

#### SHELTER IN PLACE

##### EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

#### BOMB THREATS

##### EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

#### TERRORISM AND ACTIVE SHOOTER SITUATIONS

##### EMERGENCY ACTION

1. Call 911 and report intruder.

#### RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.



8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.