

GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit:

Type of action: New course Full online course**

Semester and year course will take effect:

New course title:

Appropriate computer abbreviation (30 spaces or less):

Course instructional methodology:

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

New course number:

Prerequisites for new course: *include an attachment if additional space is needed*

Description of new course (catalog copy): *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography.)

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*

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Additional resources required:

Faculty:

Space:

Equipment:

Library:

Financial Aid:

Other:

Change in teaching load:

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name:

Unit:

Signature: *Ashley Tull*

Syllabus: EDHE 62053 Small Group Dynamics for Higher Education Administrators

Instructor Name: TBD
Semester and Year: Spring 2024
Number of Credits: 3
Class Location: TBD
Class Meeting Day(s) & Time(s): TBD
Office Location: TBD
Office Hours: TBD
Telephone: TBD
Email: TBD
Response Time: TBD

Final Exam Date & Other Important Dates

Type Final Exam details here. Final Exam will take place May 1st in class (see schedule below).

Rescheduling of Finals Policy: According to the *Faculty/Staff Handbook "Rescheduling of Finals"* section, rescheduling a final exercise must be made one week prior to the last day of classes. Rescheduling of finals is permitted 1) for meeting the 24-hour rule or 2) for graduating seniors whose faculty members must submit final grades by Wednesday 5pm of finals week. Unless the student is graduating, the exam must be taken during final examination week.

Course Description

This course focuses on the communication behavior of individuals within group structures. Didactic and experiential techniques are used to explore the stages of group development, decision-making techniques, group problems and problem solving, resolution skills, norms, structures, leadership, authority, membership, ethics, cultural sensitivity, and the intra-and inter-personal dynamics within small groups. Special attention is given to the scientific discipline dedicated to the study of groups, including relevant social theories and empirical data resulting from scientific research.

Learning Outcomes

By engaging actively in class and completing the learning experiences, readings and assignment, students will:

1. Demonstrate knowledge of theory, particularly that of solution-focused therapy, as applied to group process.
2. Demonstrate an understanding of the ethical guidelines regarding competency and procedures in conducting therapeutic or counseling groups.
3. Demonstrate knowledge of process variables involved in the dynamics of groups and how to handle different types of process issues.
4. Apply knowledge gained in group experience to develop curriculum applicable to personal preference and field of study.

5. Demonstrate knowledge of group stages.
6. Demonstrate personal growth through experience within the group.

Prerequisites

Admission into Higher Education program.

Required and Optional Texts / Materials

- Sharry, J. (2007). *Solution-focused groupwork* (2nd Ed.). London: Sage Publications.
- Corey, M. S., & Corey, G. (1993). Difficult group members: Difficult group leaders. *NYSACD*, 8(2), 9-23.
- Druskat, V. U., & Wolff, S. B. (2001). Building emotional intelligence of groups. *Harvard Business Review*, 79 – 90.
- Wickman, S. A., Bukowski, L. T., Hanney, M. E., & Campbell, C. (2012). There's no place like group: The Wizard of Oz as a counselor education tool. *Illinois Counseling Association Journal. Academic Search Premier. EBSCO*.

Optional texts/Film

- Corey, M.S., & Corey, G. (2006). *Process and practice: Groups*. Belmont, CA: Thompson.
- Haynes, R. (Producer) & Walters, T. (Director). (2000). *Evolution of a group* [Film]. (Available from Brooks/Cole at Wadsworth/Thomas Learning, 10 Davis Drive, Belmont, CA 94002-3098).
- Yalom, I. D. (1995). *The theory and practice of group psychotherapy* (4th Ed.). New York: Basic Books.

Optional Readings

- Enea, V., & Davinoiu, I. (2009). Motivational/solution-focused intervention for reducing school truancy among adolescents. *Journal of Cognitive and Behavioral Psychotherapies*, 9(2), 185-198.
- Gray, S. W., Zide, M. R., & Wilker, H. (2000). Using the solution-focused brief therapy model with bereavement groups in rural communities: Resiliency at its best. *The Hospice Journal*, 15(3), 13 – 30.
- Kress, V. E., & Hoffman, R. M. (2008). Empowering adolescent survivors of sexual abuse: Application of a solution focused Ericksonian counseling group. *Journal of Humanistic Counseling, Education, and Development*, 47, 172-186.
- LaFountain, R. M., & Garner, N. E. (1996). Solution-focused counseling groups: A key for school counselors. *Academic Search Premier*, 43(4),
- McNair, R. A., & Arman, J. F. (2000). A small group model for working with elementary school children of alcoholics. *Professional School Counseling*, 3(4), 1096-2049.
- Newsome, W. S., & Kelly, M. (2004). Grandparents raising grandchildren: A solution-focused brief therapy approach in school settings. *Social Work with Groups*, 27(4), 65-84.

- Quick, E. K., & Gizzo, D. P. (2007). The “doing what works” group: A quantitative and qualitative analysis of solution-focused group therapy. *Journal of Family Psychotherapy, 18*(3), 65-72.
- Reiter, M. D. (2010). Solution-focused marathon sessions. *Journal of Systemic Therapies, 29*(1), 33-49.
- Shin, S. (2009). Effects of a solution-focused program on the reduction of aggressiveness and the improvement of social readjustment for Korean youth probationers. *Journal of Social Service Research, 35*, 274-284.

Teaching Philosophy

The purpose of education, particularly at the graduate level, is to best prepare students for the professional roles that they will assume, as well as a broader appreciation for the field they are entering. To best do this, students should be provided with both historical and contemporary context for topics that are presented through the curriculum.

My greatest hope as a counselor educator is to influence students in a way that encourages higher levels of thinking and provides a context in the classroom environment where it is safe to try out new ideas and develop strong counseling and helping skills. My specific goal for the Helping Relationships higher education course is to inspire excitement and passion in students who want to become the best helpers they can be. I strive to help students move from wanting to know what to think to how to think.

I believe that students learn best through a variety of activities. In every course I teach, I provide a mix of activities that are aimed at all types of learners, no matter their preferred learning style or experience with the topic. My class activities and assignments are applied in nature and are aimed at providing students with opportunities for reflection, as well as pragmatic connections to administrative practice. My classes are very engaging with several types of activities planned for each class session.

One of the most important aspects of my teaching philosophy is to expect students to explore course content through the lens of multiple student demographic and institutional types. In each of my courses, no matter the topic, we focus on how each is experienced by various student subpopulations. I want students to view themselves through other's eyes. This is important for students to develop insights into how to best serve students whose experiences are different than their own.

Instructional Methods

Class sessions will consist of information provided by the instructor, presentations by class members, and recorded group work. Class members are expected to actively engage in discussion and debate. We will learn from the insights and experiences of each other so active participation is important.

In general, we will be together for part of the class meeting and in breakout groups part of the time; therefore, being fully present for each class is required. I will bring unique experiences from my life in private practice, print, film, television, etc. for us to discuss together. I am very intentional in my obligation to create a safe environment for every student so we have an optimal learning experience... so there may be times I redirect conversation, postpone responding to questions, or ask that I meet with you personally to discuss something that is not

conducive to everyone's learning or too personal to discuss publicly. Thank you for joining me to create a safe whole-class experience.

My lectures on required readings will be minimal — you are responsible to prepare for class by completing the assignments and being prepared to summarize and even question the material you have read and your experience with the readings and videos. This requires critical thinking skills, and you are capable! I may give quizzes, if I find people are not prepared prior to class. A brief self-reflection form will be given at the end of every class that you will submit to me for points; this is to give you an opportunity to reflect on your experience and learning and gives me a chance to correspond with you individually as you learn throughout the semester.

Every handout we use, including PowerPoints, will be provided via D2L. You will need to have access to these during class for reference and working in groups.

Group work is critical in this course. Learning to listen carefully and respectfully is key to your learning success. You may grapple with not knowing what to say or feel the need to have the “right” answer, but learning SF skills is very conducive to practice and figuring out how to ask questions, so please feel free to think out loud. Group learning will require your full attention and participation.

Working with me in breakout groups is a major aspect of this course. This is vital to applying ideas for building helping relationships. To optimize your learning, you'll need to engage and take risks. Do not be afraid to ask questions. For group work and role plays, one-two students at a time will be the “student-client” and sit at the front with proper distance separating, and everyone else will be “helpers” and ask questions. This may take some practice and trial and error until we find what works. I ask for your patience and flexibility.

Course Policies and Requirements

Grading and Evaluation

Grading

Quizzes & Exams (50%)

2 quizzes and a midterm will be administered during the semester. The purpose of the quizzes and midterm is to encourage the student to read, listen, and understand the material. The quizzes and midterm do not take the place of the application aspects of this class, participation in and leading groups.

Quizzes and the midterm will take the form of multiple-choice and short and long essay. The midterm will be administered during class time. All students are expected to take the quizzes and midterm at the times they are administered; otherwise, the student may expect to have an alternative form of the midterm, and one with increased difficulty. Midterm **MUST** be taken in class, or the student will get a 0. NO reviews will be available, which means you will need to keep up with the readings and take notes throughout the class to be sure you have a good understanding of the material. Quizzes and mid-term are related to student learning outcomes 1 and 4.

Group Process Forms (9 Forms Total) (10%)

The Group Process Form is to be completed by the beginning of the class period **after** the group was conducted. Forms are **not** to be completed in class. To answer questions, refer to the handouts. A copy was handed to you on the first day of class. Group process forms are related to student learning outcomes 2, 3, 5 and 6.

Grading Rubric:

90 - 100: All required information completed, in depth thought and ideas expressed, form turned in on time (the more in depth the more points awarded)

75 - 89: Not all required information completed OR ideas and thoughts are not in depth OR form not turned in on time

0: No form submitted on time (the class period after the group was conducted)

Small Group Plans - Executive Summary (Group Work)

Students will create a plan for a 6-week Small Group. This is not a complete plan, only an Executive Summary that might be given to an administrator or supervisor to provide an overview of what you hope to do with your client group. The Executive Summary should be **no longer than two pages using 12-point font**. However, you may deviate from APA on margins, spacing, bullets, etc. Small group plans are related to student learning outcomes 1, 3 and 4.

Must Include:

- Title of the group
- Purpose of the group
- Who the group targets (age, population, males/females)
- Goal(s) and Objectives for each of the 6 sessions/weeks you are meeting with your group.
- A brief description of each of the 6 sessions/weeks you are meeting with your group.
- How the overall group will be evaluated/each week.
- Include Professional References used.

IMPORTANT: Plans must be based on researched areas of interest and include a bibliography of at least **3 articles** that address the population and types of activities you might consider. Activities do not have to be found from the article in this class and should be modified to address your topic or population. They can also be created but should be based on research you have read. These items should look *professional*; use correct grammar, spelling, sentence structure; provide sufficient information that all parties can clearly understand the information provided.

Grading Rubric:

100: Clearly outstanding and meets all requirements

90 - 99: All components included professional; correct grammar, spelling, sentence structure; thorough; developmentally appropriate; turned in on time; references follow APA format.

80 - 89: All components are included as noted above, small grammar, spelling, sentence structure, or APA mistakes; not thorough; not developmentally appropriate, or not turned in on within 48 hours of the due date.

70 - 79: Not all components included as noted above and one of the following: not thorough; not developmentally appropriate; contains more than one or two APA, grammatical, spelling, or sentence structure mistakes; more than 2 days late.

< 70: Missing information AND not appropriate for use due to any number of problems mentioned above.

Support Group (10%)

Students will lead one 30 – 40-minute support group composed of students from our class. In addition, the student must provide the class with a group plan that includes the following:

- Title
- Goal
- Behavioral Objectives (at least 3)
- Materials required.
- Procedures (work plan)
- Evaluation-how you will know the participants grasped the information (based on objectives)
- References (at least 3)

Support Groups are related to student learning outcomes 2, 3, 5 and 6.

Be sure to note the information from the handout entitled “Evaluating Group/Guidance Lesson.” One guideline is that the group presenter/counselor be knowledgeable about the topic; therefore, this requires that the student research the topic to have an understanding about its content or how to conduct groups on this topic. At least three references (two from professional journals and one can be from other resources) should be noted in your group plan. Topics may include any of the following, and if you chose to do something else, please check with Dr. Naz for approval of the topic:

- Bullying
- Grief
- Behavior problems
- Friendship/Social Skills
- Motivating students
- Academic, e.g., motivation, test taking, positive academic self, etc.
- Positive body image
- Dating/Boundary development
- New Students (Feb 20th Group Presentation*)
- Substance abuse
- Internet safety
- Team building

Grading Rubric:

100: Outstanding group leadership, clearly prepared and uses time wisely, knows the topic thoroughly (not just handouts from workbooks), meets all the requirements and goes beyond what is expected.

90 - 99: Group leader addresses topic using methods and materials that are developmentally appropriate for audience; *a mixture of activities, technology, and/or hands-on materials are used*; participation by all in the class is encouraged and expected; use appropriate time frame (30 minutes); participants are treated respectfully (no put downs, discipline is positive and appropriate, optimistic and hopeful attitudes demonstrated; respect for diversity [culture, economic status, religion, race, gender, sexual orientation demonstrated]).

80 - 89: Any one or two of the above expectations is not met and/or the participants are not treated respectfully.

<80: More than two of the above expectations not met.

Process Group Leadership (10%)

Each student will lead a process group composed of class members. Students will be graded on their ability to use group skills, such as linking; summarizing; paraphrasing; SF questions; exercises that encourage any of the therapeutic factors, particularly cohesion, universality, and interpersonal learning, as well as their thoughtfulness and thoroughness in self-evaluation. Students must complete the “Process Group Leadership Evaluation” form.

Process group leadership is related to student learning outcomes 2, 3, 5 and 6.

Grading Rubric:

100-90: Use of SF approach and group techniques; written responses were in depth, thoughtful, specific, and personal responses to questions.

80 – 89: SF approach and group leaders’ skills used during group; written responses were thoughtful and specific to questions but not as inclusive and in depth

70 – 75: Did not follow group techniques and/or SF approach; written responses were general, not thoughtful and reflective or specific

Grading

Final Grade Elements / Grade Breakdown:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	% of Grade
1,4	Quiz #1 (Quizzes 1, 2 and mid-term exam = 50%)	
1,4	Quiz #2	
1,4	Mid-Term Exam	50
2,3,5,6	Group Process Forms (9)	10
1,3,4	Small Group Plan	20
2,3,5,6	Support Group	10
2,3,5,6	Process Group Leadership	10

Grading Scale

Grade	Score	Grade	Score
A	94.00-100.00	B-	80.00-83.99
A-	90.00-93.99	C+	77.00-79.99
B+	87.00-89.99	C	74.00-76.99
B	84.00-86.99	C-	70.00-73.99
		F	0.00-69.99

Grades below a “C” are not allowed in graduate courses.

Late Work

Assignments must be turned in on time. Here are the guidelines: (a) 1-24 hours late = one full letter grade deduction; (b) 24-48 hours late = two full letter grades deduction; (c) more than 48 hours late = not accepted. E-mail attachments will only be accepted if: (a) the assignment requires it, (b) TCU Online Assignment functions are malfunctioning, or (c) previously arranged with the professor.

Grading Concerns

If you have a grading concern, please contact me as soon as possible. I am open to re-reading assignments and regrading them. The second time I grade an assignment could mean a lower grade as well as a better grade, so keep that in mind. You have 5 business days after I have posted grades on d2L to request I regrade an assignment. I am open to regrading final projects and adjusting grades with the Registrar after the semester ends if you contact me within 5 business days. Please know that I do read, watch, and individually grade every assignment and I give feedback as well.

Attendance and Participation

1. Class attendance is *mandatory, and professionalism is expected in all aspects of the course*. This is TCU's requirement as detailed in the Higher Education Leadership Student Handbook, and it is critical to your success in this class and your graduate program. The student must attend class to be a part of the process of role playing, observing, and participating in the class discussions. An absence is missing more than one-half of the scheduled class.
2. First absence = no point deduction; Second absence = -20 points; Students who miss more than two classes may have to repeat the course, at my discretion. I will take attendance at the beginning of every class.
3. From the Higher Education Leadership Graduate Student Handbook: “Because most of our students will eventually hold positions of authority and be responsible for the safety and well-being of many people, including children, the faculty and staff of the Educational Leadership program are committed to identifying and intervening to assist students who demonstrate difficulties maintaining expected norms in their academic progress or in terms of professionalism. Any faculty member in the College of Education

who has a concern about a candidate's performance and/or professionalism may initiate the Academic performance and Professionalism Warning (APPW) process" (p. 35). Here is a link to the Academic Performance and Professionalism Warning form: http://2u3yf82pgfnx3wajn4bul3ve-wpengine.netdna-ssl.com/wp-content/uploads/2020/06/APPW_2020.pdf

4. A person is considered "tardy" if (a) you are more than 15 minutes late or (b) you leave class more than 15 minutes before the schedule permits. Two "tardiest" = one absence (see Course Requirement #1). Professionalism is expected. Monitor yourself, please, so this does not become a problem.
5. Students will participate for the entire class period.
6. Students are responsible for all assignments including (but not limited to) readings, videos, lectures and class discussions, handouts, and role plays. Students must keep up with the reading weekly – our discussion cannot thrive without everyone contributing. Lectures will *supplement* the required texts and articles, as I expect students will grasp the *content* through reading and ask questions to seek clarification.
7. Quizzes may be given randomly or scheduled throughout the semester. Each quiz will cover (a) handouts from the previous class meeting, (b) videos viewed during the previous class meeting, and (c) all assignments due that class period. See #3 above. If you are absent for a quiz, you must make an appointment with me for an oral (Zoom) makeup quiz.
8. In addition to quizzes, a self-reflection form will be completed at the end of each class that gives you an opportunity to reflect on your learning, discussion, and class preparation. This is a very brief form, but it is critical for your reflection and gives us a unique way to communicate about your learning and progress throughout the semester. For every reflection that is completed, points will be earned toward your final grade.
9. Three (3) exams will be given. Exam #3 will only be administered on the scheduled finals date. Attendance for Exam #3 is required by the University and cannot be rescheduled without meeting the University criteria. If you miss Exams #1 or #2, you must make an appointment with me for a different make-up exam.
10. Students will submit three (3) videos. Students will create these videos outside of class time; you can utilize a class peer if you like. You must recruit "clients/interviewees" for these videos. More regarding video recording will be discussed in the first few weeks. "*Seeing is believing; doing is learning*" (Steve de Shazer).
11. Additional assignments, including quizzes, may be administered.
12. APA style (7th edition) is required for any and every written assignment. See https://owl.purdue.edu/owl/research_and_citation/apa_style_apa_formatting_and_style_guide/general_format.html as a beginner's guide on the APA (7th edition) format and contact the TCU Writing Center for assistance.
13. Professional Behavior: I expect professionalism in all aspects of this course. This includes (but is not limited to):
 - Interacting respectfully with all present in the classroom as well as outside-of-class interactions with peers, including electronic communication, TCU Online, discussions, etc.
 - Practicing honesty in all aspects of the course, including writing assignments.

- I reserve the right to dismiss a student from the classroom for disruptive or disrespectful behavior. Such a dismissal will count as an absence (see attendance policy) and may result in an Academic Performance and Professionalism Warning (APPW-Yellow Flags) disciplinary meeting for the College.

Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>) for TCU's network and computing policies and communication guidelines.

Technology Policies

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://tcu.policytech.com/dotNet/documents/?docid=55&public=true>.

Violating this policy is considered a violation of Section 3.2.8 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>), and may also constitute Academic Misconduct or Disruptive Classroom Behavior. TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Academic Misconduct

Academic Misconduct (Section 3.4 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>)): Any act that violates the academic integrity of the institution is considered academic misconduct. The definitions and procedures used to resolve suspected acts of academic misconduct are available in the offices of the Academic Deans and Dean of Students, and are also listed in detail in the [Undergraduate Catalog](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Catalog) (<http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Catalog>).

[Policies/Academic-Conduct-Policy-Details](#)) and the [Graduate Catalog](#) (<http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct>).

Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving proper credit.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

TCU Online: Our Learning Management System

Getting Started with TCU Online

Technical Requirements: Check your computer is ready by looking at the [specifications list](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements). (<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

Option 1: Access via my.tcu.edu > Student Quick Links > TCU Online

Option 2: Login at <http://d2l.tcu.edu>

*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/) (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

How This Course Will Use TCU Online

This course will utilize TCU Online in several ways. All course assignments are explicated online. Each assignment will be uploaded as well as graded for your review on TCU Online. Additionally, all supplemental readings will be provided here.

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given, as well as reminder texts for upcoming assignments and quizzes.

Student Success Tools for TCU Online

Pulse

[Pulse](#) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

Read Speaker

[ReadSpeaker](#) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline.

ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing on TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use Read Speaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

Support for TCU Students

Campus Offices

- Academic Advising (817-257-7486, Jarvis 104)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Counseling & Mental Health Center (817-257-7863, Jarvis Hall 2nd floor)
- Dean of Students (817-257-7926, the Harrison 1600)
- Mary Coats Burnett Library: Reference Desk (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Access & Accommodations (817-257-6567, The Harrison 1200)
- Student Success (817-257-8345, Samuelson Hall, West Entrance)
- Substance Use and Recovery Services (817-257-7100, Jarvis Hall 2nd floor)
- Transfer Student Center (817-257-8345, Samuelson Hall, West Entrance)
- Veterans Services (817-257-5551, Jarvis Hall 2nd floor)

Anti-Discrimination and Title IX Information

Statement on TCU's Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email oe@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident click here: <https://inclusion.tcu.edu/campus-community-response-team/>

Title IX

TCU's Title IX Coordinator works within OIE. Andrea McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oe@tcu.edu or a.mcdew@tcu.edu, or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

Mandatory Reporters

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources

Campus Advocacy, Resources & Education

<https://care.tcu.edu> | 817-257-5225

Counseling & Mental Health Center

www.counseling.tcu.edu | 817-257-7863

Religious & Spiritual Life

www.faith.tcu.edu | 817-257-7830

On Campus Resources

TCU Police

www.police.tcu.edu | 817-257-8400 Non-emergency | 817-257-7777 Emergency

TCU Policy for Religious Observations & Holidays

“Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.” For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

Audio Recording Notification:

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

Emergency Response Information

View [TCU's L.E.S.S. is More public safety video](https://publicsafety.tcu.edu/less-is-more/) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

View the [TCU Building Safety Maps](https://publicsafety.tcu.edu/less-safety-maps/) that show the specific seek shelter locations and building rally points for evacuation. (<https://publicsafety.tcu.edu/less-safety-maps/>)

View the [TCU Evacuation Rally Point Map](https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf) to see all rally points for evacuation. (<https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf>)

Download the [Frogshield Campus Safety App](https://police.tcu.edu/frogshield/) on your phone. (<https://police.tcu.edu/frogshield/>).

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

DATE	TOPICS	REQUIREMENTS
1/23	<ul style="list-style-type: none"> • Syllabus & Requirements • Overview of therapeutic factors • Handouts: <ul style="list-style-type: none"> ▪ Syllabus ▪ Process forms ▪ Group guidance rubric ▪ Process group (for group leader) ▪ Sign-up sheets ▪ Information and confidentiality agreement (signed) 	Download Syllabus Books Purchased
1/30	<ul style="list-style-type: none"> ▪ Small Group Workday 	
2/6	<ul style="list-style-type: none"> ▪ Cancer group questionnaire ▪ Therapeutic Factors by Yalom ▪ Corey's Cast of Film ▪ The Principles of SF Group • Cohesiveness • Corey Film • Cancer Group @ Stanford University 	Read Sharry, Chapter 1 And Sharry Chapter 10, for ideas on group activities Read article- Wickman et al., Wizard of Oz Sharry, Chapters 2 Guidance Group 1: _____ Group 1: _____ *Process Form 1 due
2/13	<ul style="list-style-type: none"> • The Dynamics of SF Group Work • Person of the Therapist • Social Microcosm • Universality 	Sharry, Chapter 3 Read article: Druskat & Wolff, 2001 Guidance Group 2: _____ Group 2: _____ *Process Form 2 due

2/20	<ul style="list-style-type: none"> • Stages of Group Process (Corey emphasized) • Interpersonal Learning • Dr. Toll's Cohort Visit 	<p>Sharry, Chapter 6</p> <p>Guidance Group 3: _____</p> <p>Group 3: __Hanna_____</p> <p>*Process forms 3 due</p>
2/27	<ul style="list-style-type: none"> • Creation of the Group: Place, Time, Size, Preparation • Group structure & Selection of clients 	<p>(Sharry, Chapters 1-3, 6; notes, handouts, articles)</p> <p>Johari Window</p> <p>Guidance Group 4: _____</p> <p>Group 4: _____</p> <p>*Process form 4 due</p>

3/6	• Small Group Work - Start Executive Summaries	Group Work - work on executive summaries.
3/13	Spring Break	SELF-CARE
3/20	<ul style="list-style-type: none"> • Motivating Clients to Act • Managing Difficult Groups 	<p>Sharry, Chapter 4</p> <p>Review for Midterm/Test</p> <p>Guidance Group 5: _____</p> <p>Group 5: _____</p> <p>*Process Form 5 due</p>
3/27	<p>Midterm</p> <ul style="list-style-type: none"> • Role Plays and Demonstrations • Ethics in Group 	<p>(Koeler, Chapters 13-14)</p> <p>Sharry, Chapter 5, 8</p> <p>Article: Corey & Corey</p> <p>Guidance Group 6: _____</p> <p>Group 6: _____</p> <p>*Process Form 6 due</p>

4/3	• Corey Film	Guidance Group 7: _____ Group 7: _____ *Process Form 7 due
4/10	• Evaluating Groups: Ensuring They Remain on Target	Quiz 2 Sharry, Chapter 7 Guidance Group 8: _____ Group 8: _____ *Process Form 8 due
4/17	• Groups for Different Populations	Guidance Group 9: _____ Group 9: _____ *Process form 9 due
4/24	• The Specialized Therapy Group • *Small Group Executive Summary Due	Guidance Group 10: _____ Group 10: _____ *Process forms 10 due *Small Group Executive Summary Due
5/1	<i>Final (Presentations)</i>	Happy Graduation, Graduates!

Student Perception of Teaching (SPOT)

Towards the end of the term, you will receive an email asking you to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.

TCU Mission Statement

The mission of Texas Christian University, a private comprehensive university, is to educate individuals to think and act as ethical leaders and responsible citizens in the global community through research and creative activities, scholarship, service, and programs of teaching and learning offered through the doctoral level.

