

**LDR 4360 – Fall 2014 (3 Credits)
Facilitation and Group Development**

TITLE

Facilitation and Group Development

COURSE NUMBER

LDR 4360

CREDIT HOURS

Three (3) credit: Students enrolled for credit (3) credit hours will be expected to devote 45 contact hours, plus assignments.

PREREQUISITES, COREQUISITES

This is an elective class designed for student leaders and those who aspire to leadership roles.

COURSE LOGISTICS

This course will be taught in a face-to-face, hybrid and on-line format. The exact meeting times and locations will be announced on specific course syllabi.

INSTRUCTOR INFORMATION

Each instructor will include his/her contact information such as office address, phone number and email address. Only faculty that are credential with Master's in related field and approved will teach this course.

TA CONTACT INFORMATION

Will be included, as appropriate.

COURSE DESCRIPTION

Students will be prepared to lead effective, developmentally appropriate and outcome-based group development activities. Course activities including lectures, demonstrations, and leadership opportunities, giving and receiving peer feedback, journaling, discussion groups, and the work of living as a group will inform discussions about group development.

Course topics may include, but are not limited to, foundations of group dynamics and experiential learning, community building sequence (Cooperation, Trust, Problem Solving, and Challenge), facilitation strategies, communication, leadership, decision-making, managing conflict, diversity, program design, assessment, and feedback.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

<i>As a result of this class students will be able to:</i>	<i>Course Assessments</i>
<i>Foundational</i>	
<u>demonstrate</u> knowledge of group dynamics and experiential learning theory;	Quizzes
<u>demonstrate</u> the use of facilitation strategies in group development, activities;	Activity Facilitation

**LDR 4360 – Fall 2014 (3 Credits)
Facilitation and Group Development**

<i>Application</i>	
<u>critically reflect</u> on the role of individual group members and the overall group development;	Reflections Synthesis Paper on Current Research
<u>critically reflect</u> on personal and professional growth related to group dynamics;	Facilitation Plan
<i>Ultimate</i>	
<u>create</u> group development program designs for a variety of clients that incorporate FAU policy, facilitation strategies, group dynamics and experiential learning theory.	Resource binder with activities and program designs

COURSE EVALUATION METHODS AND COURSE REQUIREMENTS/ EXPECTATIONS

Expectations

Attendance and Participation: Students are expected to come to class prepared to participate fully in class discussions and group development activities. This includes being dressed appropriately for being outside in any weather conditions and having completed all assigned readings and assignments. Please advise the instructor as soon as possible in advance if you must miss class. Because of the experiential nature of this class, missed classes and field trip days are nearly impossible to make-up. Class absences exceeding 6 hours can result in the lowering of a student's grade by 1 letter grade for each 6 hours missed. Absences exceeding 12 hours may result in the administrative removal of a student from the course. Late arrival for class will be counted as a minimum of 1 hour of absence.

Readings: With on-line, face-to-face and hybrid classes, all students are expected to read assignments thoroughly and be prepared for class activities and discussions.

Assignments/Grades: Grades will be determined by class attendance, completion of assignments, and participation. If students participate in all classes and submit all assignments on time, they will pass this course.

In order to best meet the needs of individual students, optional assignments used to explore a student's special interest may be substituted for the above in a manner agreed upon by both the instructor and the student. Proposals may be approved after negotiation of assignment description and assessment criteria. Students should not begin any optional assignments without full consent from the instructor.

All assignments must be submitted in the following format:

- Work should be Times New Roman, 12 pt., single-spaced with 1" margins all around.
- Work should be clearly titled and include the author's name and class.
- Carefully check each assignment description for how work should be submitted (i.e. hard copy or electronically).

**LDR 4360 – Fall 2014 (3 Credits)
Facilitation and Group Development**

- Assignments submitted electronically should include the author's name in the title of any attachments.
- Work that is submitted not matching the above criteria (or other specific criteria in the assignment description) will be returned to the student not graded. Work may be resubmitted matching the above criteria with penalties for late work assessed as previously mentioned.

Assignment	Total Points
Reading Quizzes	15 points
Paper Reviewing Current Research in Area of Study	15 points
Reflection Paper on Program Observation	15 points
Facilitation Plan	25 points
Activity Facilitation (Paired)	15 points
<u>Resource Binder</u>	<u>15 points</u>
TOTAL	100 points

A (94-100)	A- (90-93)	B+ (87-89)	B (86-84)	B- (80-83)	C+ (77-79)
C (74-76)	C- (70-73)	D+ (67-69)	D (66-64)	D- (63-60)	F (59 and below)

COURSE ASSIGNMENTS

Reading Quizzes (15 points)

To ensure comprehensive understanding of course theory.

Paper Reviewing Current Research in Area of Study (15 points)

To examine transferable skills and add breath of knowledge into students' current field of study.

Reflection Paper on Program Observation (15 points)

To reflect on the observation of a leadership or group development program either on the Challenge Course or other approved campus event.

Facilitation Plan (25 points)

To develop an action plan for personal development related to facilitation

Activity Facilitation: Paired (15 points)

To develop and implement basic facilitation strategies.

Resource Binder (15 points)

To ensure overall comprehensive understanding of course material and future application.

POLICY ON MAKE-UP WORK, LATE WORK, AND INCOMPLETES

Deadlines: Students are expected to complete all assignments on time. Late work will not be accepted unless the student has been excused from class and the professor gives permission for the work to be handed in at a later date.

Incompletes: Grades of Incomplete ("I") are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances

**LDR 4360 – Fall 2014 (3 Credits)
Facilitation and Group Development**

CLASSROOM ETIQUETTE POLICY

Students are expected to come to class prepared for active participation. Students are expected to experience learning through many different avenues and participate in each to his or her fullest capacity. In class, students will work in small teams to discuss readings, engage in simulations, and prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow students to apply leadership theory and concepts in diverse contexts. The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation that each student will take the necessary actions to respectfully listen to the voices of others and share their own opinions and values. Students and the instructor are expected to treat others with respect.

Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins. All citations must be in APA format.

Students should expect the instructor to come prepared. The instructors will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students' and instructor's schedules.

DISABILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

ACADEMIC INTEGRITY AND HONOR CODE STATEMENT

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at:

<http://www.fau.edu/regulations/chapter4/4.001> Code of Academic Integrity.pdf.

Plagiarism: Students are often under the impression that cheating only applies to copying material off another student's exam. However, there are other forms of serious academic

LDR 4360 – Fall 2014 (3 Credits)
Facilitation and Group Development

dishonesty to avoid. Plagiarism is the appropriation of passages, either word for word, or in substance, from the writings of another and the incorporation of those passages as *one's own written work* offered for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks or appropriate citations in the text. This includes the copying of reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as other themes, theses, books, or pamphlets. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit *unless such collaboration is specifically approved in advance by the instructor*. Examples of collusion include extensive use of another's ideas for preparing a creative assignment and undue assistance in the preparation or editing of written materials. A student guilty of plagiarism and/or cheating will receive a grade of F in the course and the grade will be so recorded on the transcript. Students giving and receiving assistance in any unauthorized fashion during an examination subject themselves to this cheating policy. A pattern of cheating will result in suspension.

REQUIRED TEXT AND READINGS

Frank, L. S. (2004). *Journey Toward the Caring Classroom: Using Adventure to Create Community in the Classroom*. Oklahoma City, OK: Wood 'N' Barnes Publishing and Distribution.

Simpson, S., Miller, D., & Bocher, B. (2006). *The Processing Pinnacle*. Bethany: OK: Woodbarnes.

SUPPLEMENTAL READINGS

Supplemental readings, power points and videos will be available on the Blackboard site. Additionally, the text offers excellent supplemental readings which will be referenced in this class.

LDR 4360 – Fall 2014 (3 Credits)
Facilitation and Group Development

COURSE TOPICAL OUTLINE, INCLUDING DUE DATES FOR ASSIGNMENTS

Week	Topic
1	Introduction to the course Class Will Participate in a Mini-Program
2	Theory introduction: Kolb's Cycle, Group Dynamics, Tuckman's Theory
3	Topics: Challenge of and by Choice Full Value Contracts/Behavioral Contracts Safety Briefings Goal Setting Practice: Students will run energizer/ice-breaker in facilitation teams
4	Topics: Sequencing Giving Feedback Intervention Practice: Students will run energizer/ice-breaker in facilitation teams
5	Topic: Processing Styles/Methods Practice: Paired facilitation with processing and feedback
6	Topic: Decision Making Practice: Paired facilitation with processing and feedback
7	Topic: Managing Conflict Practice: Paired facilitation with processing and feedback
8	Topic: Diversity and Inclusion Practice: Paired facilitation with processing and feedback

LDR 4360 – Fall 2014 (3 Credits)
Facilitation and Group Development

9	Topic: Communication Pt. 1 Practice: Paired facilitation with processing and feedback
10	Topic: Communication Pt. 2 Practice: Paired facilitation with processing and feedback
11	Topic: Framing and the Use of Metaphors Practice: Solo facilitation with processing and feedback
12	Practice: Solo facilitation with processing and feedback
13	Topic: Transference to Other Situations: Group Projects, Leadership Teams, Trainings. Practice: Solo facilitation with processing and feedback
14	Preparation for Outside Program
15	Students will plan and execute a program for an outside group.
16	