University of Saint Thomas  
School of Education  
Group Counseling  
Fall 2015

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<th>Instructor: Dr. Bobby Price Ed D, PSC, LPC</th>
<th>Office: School of Education Annex</th>
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<tr>
<td>Room: Online</td>
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Required

Corey, G. Theory and practice group counseling. (9th Ed.) Belmont: CA, Cengage


General Description

EDUC 5358 Group Procedures Dynamics of Group Counseling includes developing proficiency in the theories, strategies, and techniques of small group counseling including major elements related to group dynamics and methods for conceptualizing and effectively managing common group issues.

This course includes the mastery of content and processes related to group dynamics and methods used with common group challenges. It probes the challenges of interpersonal relationships including but not limited to those of language, race, ethnicity, class, gender, age,
and historically devalued and privilege populations. It provides the opportunity to investigate content and practice related to group leadership, the stages of group process, the posing and solving of problems which are specific to group process. It peruses the professional, legal, and ethical issues related to group counseling. Students have the opportunity to practice appropriate boundaries and self-disclosure. They participate in an educational group as leader and member.

This course involves three equally important components, namely, cognitive, affective, and professional.

Cognitive

The cognitive components of this course include but are not limited to organizing, researching, integrating, creating, writing, and entering into academic, professional conversations with peers and professor in a learning community. Students acquire knowledge, abilities, and skills in becoming successful group members and leaders. They will be able to modify group theories and practices to address issues of culture, diversity, and historical privilege and oppression. They will expand their knowledge, abilities, and skills to facilitate the success of group members whose first language is not English.

Affective

The affective components of this course include but are not limited to bringing life experiences to the table when they enhance the dialogue. Students keep journals on reflections regarding the experiences in this course, especially, their participation in the psycho-educational groups as members and leaders.

Professional

The professional components of this course include but are not limited to demonstrating appropriate boundary setting, self-disclosure, and good judgment especially in their participation in the psycho-educational group as members and leaders. Students will be able to modify group theories, strategies, and techniques to meet a diverse group membership. They will consistently demonstrate legal and ethical behavior and demonstrate awareness of the limits of confidentiality as members or leaders of groups.

Competencies

These competencies are adapted from:


Assumptions
Professional counselors:

1. Discern when individual or group counseling is more helpful for clients;
2. Use the basic principles of group dynamics and group procedures in keeping with the developmental stages of clients;
3. Demonstrate familiarity with the history of group work and the unique characteristics of major group theories;
4. Communicate familiarity with a number of group growth and intervention systems, strategies, and techniques and be able to choose among them for the development of groups;
5. Demonstrates a familiarity with typical stages of group development, developmentally appropriate interventions strategies associated with each stage, and core group leadership skills used throughout the group process;
6. Indicate an awareness of the most frequently observed facilitative and debilitative roles that group members may assume and relevant management strategies for each role;
7. Be conversant regarding the current and landmark research related to group counseling, particularly as it relates to one’s area of specialty, for example, elementary school, teen eating disorders, or grief counseling;
8. Demonstrate personal behavior and sensitivity to issues of language, race, ethnicity, class, gender, historically devalued and privileged populations, and other issues of culture and diversity relevant to group counseling.
9. Carry out legal and ethical practice in group work throughout the semester.

Professional counselors provide evidence of competencies by demonstrating ability to:

1. Specify types of problems that are particularly suited to group as contrasted with individual counseling;
2. Display a working knowledge of group dynamics including but not limited to content and process variables, various leadership styles, and conditions under which groups promote healthy growth;
3. Distinguish between group counseling, group psychotherapy, and self-help groups. Display an awareness of other variables related to groups such as process analysis, therapeutic factors in groups, cohesiveness, informed consent, and constructive feedback exchange;
4. Co-lead or lead ongoing psycho-educational group sessions supervised by the professor. Engage in group processing of the experience as leader or member. Reflect in writing concerning the experience of being a group leader or member;
5. Demonstrate appropriate use of blocking, clarification, confrontation, cutting off, linking, holding focus, reframing, rounds, here and now interaction, paraphrasing, imparting information, providing feedback, scanning, self-disclosure, shifting focus, using voice, verbal tracking group processing and process observing.
6. Organize and prepare for a group in the beginning stage, working stage, and termination procedures. Engage in formative and summative evaluations of group effectiveness.
7. Demonstrate ability to identify and manage member roles such as group joker, silent member, rescuer, intellectualizing member, hostile member, withdrawn member, overly dependent member, the Old Pro, the questioner, and help-rejecting complainer.
8. Demonstrate awareness and practice of professional standards of practice and codes of ethics such as that of the Association of Specialists in Group Word (ASGW);
9. Demonstrate competence and confidence in working with issues of language, race, ethnicity, class, gender, historically devalued and privileged populations, and other issues of culture and diversity relevant to group counseling.

Plagiarism

Plagiarism is taking credit for any thought, idea, or written or spoken work that does not come from the student writing the paper or presenting the oral assignment. Plagiarism is a serious offense against integrity that will result in students’ failing the course or being dismissed from the Counselor Education Program at the discretion of the professor.

There must be a one-to-one correspondence between what is cited in the body of the manuscript and what is placed in the references. It is very tempting to copy and paste works from the internet, borrow the work of friends, or rephrase another paper that students have written in the past and then change a few phrases here and there. Students are required to meet the standards explained in the APA Manual (2010) regarding avoiding plagiarism.

In other words, plagiarism involves copying from a source without using the proper APA notation. If quoting no more than 40 words, students are required to use quotation marks and provide sources and page numbers. If quoting more than 40 words, students must indent and provide the sources and page numbers. Quotation marks are not used. A whole lot of copying is not considered Master’s Level Work even if it is noted properly.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Master’s Level Work requires integration of information. Drawing from one source, then another source, etc. is not Master’s Level Work.

Copying from other papers, which students have written, without using proper APA (2010) notation is also plagiarism. The rules are the same whether a student copies from a source s/he did or did not write. If quoting no more than 40 words, students are required to use quotation marks and provide sources and page numbers. If quoting more than 40 words, students must indent and provide the sources and page numbers. Quotation marks are not used.

Plagiarism is a serious violation of integrity. It is not tolerated in the Counselor Education Program. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted with clients. Students who engage in plagiarism will be failed in the course or dismissed from the Counselor Education Program.
Success in this course and in the Counselor Education Program requires personal discipline, commitment to academic excellence and professional development. In addition, it requires focus on excellent performance in all areas of professional practice. Successful students with these characteristics understand what plagiarism is and never plagiarize for any reason.

Language Diversity

The Counselor Education Program values the speaking of more than one language. It is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. The professor is available to assist students who need help with spoken or written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through the Master of Education Program in Counselor Education.

Americans with Disabilities Act

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal access to educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, students must inform the professor of any disabilities or needed accommodations within the first two weeks of the semester. In addition, students must contact the University Office for ADA Compliance (713-525-3162 or email Dr. Rose Signorello signorr@stthom.edu). It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. When students take standardized Texas State tests for professional school counselor or licensed professional counselor, they will be required to show documentation of accommodations which had been made in graduate school.

Course Requirements

Attendance, Preparation, and Participation

Students are required to be present for and participate in all class discussions. All assigned readings are expected to have been completed at the time class begins. Three absences will result in a reduction in grade. Four absences will result in an $F$ in this course.
ASSIGNMENTS

Group Counseling Video Observation 20%

Students will find a series of group counseling videos that highlight the group counseling processes. These videos on Counseling and Therapy in Groups are a great tool for the beginner and even those who need to sharpen their counseling skills.

Students are to watch these videos and provide the professor with at least a one page reflection of the observation. One page per observation.

Name of Video------Group Counselling Video #1 through #5 by Elizabeth Thompson (YouTube) (or if you find another video of your choice that will be fine)

Group Facilitation and Reflection 20%

Students will form and facilitate one group counseling session as the group leader. Student will form this group using students, relatives, church members, other adults ect…This group session should last roughly 45 minutes. Students will choose the topic of discussion within these groups. Students will maintain journals of their reflections on the group session. Students are encouraged to take notes during the observation portion of the group and will then write their reflection on the group process. Group Reflection means; how did it go, was it successful, what made you uncomfortable, what could you have done differently, was it successful ect...

Student group facilitators will prepare a 2-page reflection paper on the group process using (Times New Roman, 12-point, double spaced). This paper will include the name and type of group formed, goals, objectives feelings and thoughts about how useful the stimulating activity was; whether the goals of the group were achieved, and the effectiveness of the group process. In addition, this paper will include reflection on feelings related to leading the group. A copy of this paper will be submitted via email no later than midnight on the Sunday following class. In addition, this paper should include reflection on the feelings related to leading the group.

Group Observation Assignment – 20%

Each student will be required to visit a professional Group counseling setting. This should be a group setting such as a support group, agency, or private practice (other than where they work if possible) that provides counseling services to a group. Students must obtain permission from the group leader and attend at least 1 session in that group.
Students will then write a 3-4 page paper that includes the following information:

- Group Name
- Goals and objectives of the groups
- What is the theoretical framework of the leader
- Populations Served (homogenous or heterogeneous)
- Nature and Extent of Services
- Facilitators of Effective Counseling Services
- Inhibitors to Effective Counseling Services
- Overall Thoughts and Feelings (describe your overall experience, and how this as resonate with you as a client in group setting)
- What have you learned about group process from participating in this group?

**Theoretical Approach to Group Counseling 20%**

Students are required to create a power point presentation on one of the following theoretical approaches to group counseling below. Each presentation must have between 10 to 15 power point slides and the information presented should be informative, creativity and clearly delineates the therapeutic Group Counseling Process.

- Gestalt approach
- Person centered approach
- Cognitive behavioral approach
- Psychoanalytic approach
- Reality approach
- Cognitive behavioral approach
- Group logo therapy approach

**Final Exam- 20%**
Reading and Writing Assignments
Group Leader Schedule

Class I

Introduction

Syllabus

Week I Reading and Assignments
Chapter 1. Introduction to Group Work
Chapter 2. Group Leadership
Chapter 3. Ethical and Professional Issues in Group Practice
*Group Counseling Video Observation due 6/12*

Week II Reading and Assignments
Chapter 4. Early Stages in the Development of a Group
Chapter 5. Later Stages in the Development of a Group
Chapter 6. The Psychoanalytic Approach to Groups

Week III Reading and Assignments
Chapter 7. Adlerian Group Counseling
Chapter 8. Psychodrama in Group
Chapter 9. The Existential Approach to Groups
*Group Facilitation and Reflection 6/26*

Week IV Reading and Assignments
Chapter 10. The Person-Centered Approach to Groups
Chapter 11. Gestalt Therapy in Groups
Chapter 12. Transactional Analysis in Groups
*Group Observation Assignment 7/10*

Week V Reading and Assignments
Chapter 13. Cognitive Behavioral Approaches to Groups
Chapter 14. Rational Emotive Behavioral Therapy in Groups
Chapter 15. Reality Therapy in Groups

Week VI Reading and Assignments
Chapter 16. Solution-Focused Brief Therapy in Groups

Week VII Reading and Assignments
*Power Point Presentation/ Theoretical Approach to Group Counseling 7/17*
Assignments

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<td>Group Counseling Video Observation</td>
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<tr>
<td>Group Facilitation and Reflection</td>
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<tr>
<td>Group Observation Assignment</td>
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<td>Theoretical Approach to Group Counseling</td>
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<td>Final Exam</td>
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Professional Organization

Association for Specialists in Group Work (ASGW)

Journal

*The Journal for Specialists in Group Work*

Sources Written by Irvin D. Yalom, M.D.


