University of Saint Thomas

Group Procedures Dynamics of Group Counseling

Professor: Juan O. Cooper, PhD
Office Hours: Anytime by Email cooperjo@stthom.edu

Required


Social Justice Teachings

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

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

ASSIGNMENTS

Small Group Counseling Needs Assessment
Consent Forms
Contractual Norms
Discussion Board: There are 5 discussion boards specific to content covered in the presenting module.

Group Observation Assignment (In Vivo)
Each student will be required to visit a professional group counseling session. This should be a group setting such as a support group, agency, or private practice (other than where the student works) that provides counseling services to a group. Students must obtain permission from the group leader and attend at least 3 sessions of the same group (a personal interview can substitute for one of the personal observations).

Students will then write a paper that includes the following information:

☐ Group Name (same as the setting/agency 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 resonates with you as an observer and how this might impact you as a client in the group setting)

What have you learned about group process from observing this group?

**Five Sequential Stimulating Activities Assignment**

**Purpose:** To sharpen knowledge, abilities, and skills in researching, planning, and executing 5 sequential group counseling sessions for a specific, homogeneous group with students as the leaders.

**Title Page:** Begin with a title page with a title commensurate with the directions in the APA Manual (2010). There are specific directions for content and form. Students may add the due date. Students do not include autobiographical material. This is for manuscripts submitted for publication.

**Rationale:** Write a 3 page rationale. Provide evidence that the topic chosen and the activities used are research oriented. There must be at least 6 sources in the rationale. APA (2010) is required.

**Members:** Describe the 5 members in the homogenous group. Write 5 or 6 sentences in one paragraph about each member. Predict what role you think these individuals would play.

**Five Sequential Stimulating Activities:** Write this part as if writing a plan for a class or workshop. Begin with the title in the center. Then using side headings according to APA (2010), write Goals, Objectives, and Stimulation Activity. Goals and Objectives can begin with the word *To*. The stimulating activities are required to be clearly described. The stimulating activities are sequential. One is required to follow from the previous one logically. Each stimulating activity begins with its own heading on a new page. If the activity is taken from a source, cite it in APA (2010) style in the body of the manuscript and on the reference page.

**References:** The reference page must be in APA (2010) style. There must be a one-to-one correspondence between what is written in the rationale and anywhere else in the body of the manuscript and what is written on the reference page.

**Note:** Every part of this major assignment must be written in Times New Roman, 12-point, double spaced and in formal, academic APA (2010) style. This manuscript will be printed and brought to class on the due date.

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<thead>
<tr>
<th>CLASS SCHEDULE (Subject to change)</th>
<th>Session</th>
<th>Instructional Focus</th>
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| Week 1 | Needs Assessment  
| Consent Forms  
| Contractual Norms  
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<tr>
<th>#1 Discussion Board</th>
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<tr>
<td><strong>Chapter 1. Introduction to Group Work</strong></td>
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| Introduction - Dynamics of the Group Process: An Overview  
| Chapter 1. Introduction to Group Work |

| Week 2 | Modified Age Appropriate Forms  
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<th>#2 Ethical Dilemma Group</th>
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| **Chapter 2. Group Leadership**  
| Chapter 3. Ethical and Professional Issues in Group Practice |
| Week 3 –  
| #3 Article Review Group |
| **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 4 –  
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| **Chapter 7. Adlerian Group Counseling**  
| Chapter 8. Psychodrama in Groups  
| Chapter 9. The Existential Approach to Groups |
| Week 5 –  
| #5 Theory, Integrative, or Eclectic? Group |
| **Chapter 10. The Person-Centered Approach to Groups**  
| Chapter 11. Gestalt Therapy in Groups  
| Chapter 12. Transactional Analysis in Groups |

| Week 6  
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<th>In Vivo Assignment Due in Blackboard by midnight Group</th>
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| **Chapter 13. Cognitive Behavioral Approaches to Groups**  
| Chapter 14. Rational Emotive Behavior Therapy in Groups  
| Chapter 15. Reality Therapy in Groups  
| Chapter 16. Solution-Focused Brief Therapy in Groups |

| Week 7  
| Five Sequential Activities Group  
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| **Chapter 17. Comparisons, Contrasts, and Integration**  
| Chapter 18. The Evolution of a Group: An Integrative Perspective |

### Grades

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<th>Assignments</th>
<th>Percentage of Grade</th>
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<td>Discussion Board</td>
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<td>Five Sequential Stimulating Activities</td>
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<td>In Vivo Assignment</td>
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